

Psychology 462 (A01), CRN 13072
Promoting Mental Health

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

Instructor: Dr. Brianna Turner, Dept. of Psychology

Course website: Readings, lecture slides, and assignments will be posted on BrightSpace.

Wait, this syllabus is 14-pages?? Here's a quick guide to what you can find in this document:

- The [learning objectives](#) for this course
- How your [final grade](#) will be determined
- Instructions on what to do [if you need to miss a class](#)
- A tentative [schedule of topics and deadlines](#)
- [Important University policies](#) that apply to this course

Course Description

Psychologists are often involved in developing, delivering, and evaluating programs and policies that promote mental health and wellbeing. This seminar course will focus on identifying barriers that impede effective mental health promotion, and frameworks that aim to address or respond to these barriers. We will particularly focus on knowledge-to-practice gaps, and how dissemination and implementation science can help us reduce or remove these gaps. This course will help students think critically about how we move evidence into practice to achieve better, more equitable outcomes. While students can expect to gain an understanding of how evidence-based practices and policies are developed and implemented, this course is **not** designed to teach students how to be therapists or counsellors. Those skills are acquired in the context of extensive, supervised training in graduate school.

Project-based Course: This course is designed to be project-based, giving students an opportunity to explore questions and topics that are of interest and apply the frameworks we learn in the class to a problem you care about. Students will work in small groups throughout the semester to develop their capstone projects. The course combines individually graded assignments and group/collaborative assignments. Attendance, participation in class activities, and sharing learning with other students are crucial components to this course.

Learning Objectives

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

- Critically discuss the contributions and impact of the evidence-based medicine movement in psychology and mental health;
- Identify key barriers to effective mental health promotion at various levels (individual/personal barriers, systemic barriers);
- Describe how dissemination and implementation frameworks help to move evidence into practice;

- Summarize several innovations in psychological service delivery models that aim to make mental health supports more equitable, scalable, and effective.

Textbook & Readings

There is no textbook for this course. The readings will be available as electronic files through the UVic library (i.e., e-journals, e-books) or will be posted on BrightSpace. We will read journal articles, popular press reports, program websites, etc. Students are expected to complete assigned readings before class in order to participate in class discussions.

Grading

In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For example, 79.43 is rounded to 79 and 79.55 is rounded to 80. The following grading scale will be used:

A+	A	A-	B+	B	B-	C+	C	D	F
Exceptional, Outstanding, Excellent			Very Good, Good, Solid			Satisfactory, Minimally Satisfactory		Marginal	Unsatisfactory
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

Completing the Course: Students who have completed the following elements will be considered to have completed the course: completion of three mini-assignments, four interim capstone worksheets, one group presentation, and the final paper. Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all the 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 are expected to familiarize themselves with the Important Course Policy Information on Pages 8-14 of this syllabus.

ASSIGNMENTS AND EVALUATION

Class Participation & In-Class Reflection Activities (30% total). As a seminar-style course, the quality of our weekly discussions has a crucial impact on the quality of the course. Therefore, students are expected to prepare for class (i.e., have completed readings in advance), regularly attend, and actively participate (i.e., not be working on your laptop or phone during class discussions or during other students’ presentations).

Your participation mark is comprised of the following:

- 10% for the quality of your participation in our seminar sessions and discussions. While I understand students may occasionally need to miss or arrive late to a scheduled class, repeated absences or tardiness will negatively impact this aspect of your participation

mark. Likewise, being “off task” (e.g., using your laptop or phone to check email, work on other assignments, or being visibly distracted) during lectures, discussions or student presentations will reduce your participation mark.

- 20% for your completion of in-class reflection activities. Most classes will start with a “warm-up exercise” and end with a “wrap up reflection”. These are short writing assignments (usually 5-10 minutes allocated to each) that will be used to consolidate learning from the assigned readings or lecture and generate ideas for discussion. These assignments are completed individually, although for some weeks you may have an opportunity to discuss the prompt in pairs or small groups before starting the written reflection. You will be asked to complete these in-class assignments using pen and paper (no electronic submissions). Each in-class reflection activity is worth 2% and is scored on the following scale:

0 – did not complete

1 – completed, but demonstrated minimal understanding or engagement with this session’s lecture and/or readings

2 – completed, demonstrated understanding and engagement with lecture and/or readings

There will be at least 12 opportunities to complete in-class reflection assignments throughout the semester. You can therefore miss 2 classes with in-class reflections and still earn full marks on this component. There will be no make-up assignments or opportunities.

Mini-Assignments (30% total). You will complete three *in-class* mini-assignments during the course. During these classes, you will be assigned to a group of 4-5 students and provided a question or topic to work through using structured prompts. At the end of the session, your group will make a short (5 min) presentation to the rest of the class sharing what you learned. Your group will hand in a ~1 page summary of your responses to the learning prompts. Each mini-assignment is worth 10%.

Capstone Project (40% total). Each student will complete a capstone project in which you will: (1) design a program or policy to promote mental health, (2) describe the framework and rationale for why and how this program/policy will help reduce barriers to evidence-based mental health services, and (3) develop a plan to evaluate the program or policy.

Preparation of the capstone project will consist of 4 subtasks. You will work on these subtasks in your working groups based on shared interests. There will be one class session assigned to each subtask, and at the end of each working session you will submit a 1-page “interim worksheet” summarizing your progress so far (either as a group or individually; this component is ungraded but I will review them to make sure you’re on track). You should also expect to devote some time outside of class meetings to developing this project.

The capstone is comprised of addressing the following sub-tasks:

1. *Define your target problem, population and setting*: What is the problem your capstone is trying to address, and does the evidence tell us about the significance and impact of this problem? Who is your capstone trying to reach, and where or how will it reach them?
2. *Define your target outcomes*: Know that you know the problem, population and setting, you will identify a *knowledge-to-practice* gap: This means you will be looking for scientific

evidence that changing a particular process, mechanism, or target would likely produce changes in the outcome, and then identifying the barriers to applying this knowledge (why hasn't it been implemented yet? Or, if it has been implemented, how could the implementation be improved?). Students may choose any biological, psychological, or sociocultural process to target, provided it is amenable to intervention, prevention, or policy. Key questions to be answered at this stage are: what do we know about what works for [your problem, population and setting], and how could we make it work better? What is stopping effective practices or policies from being implemented, accessed, or scaled? What would more effective mental health promotion look like in the space you are interested in?

3. *Developing your program or policy*: The third step is to develop the contents of your intervention, prevention or policy, based on the targets from Step 2. This task involves detailing the who, what, when, how and why of your proposed program or policy. We will discuss examples in class that you may use as models. A key aspect of this step is tying your intervention to the process and targets you identified in Step 2 – the closer the match, the better the project.
4. *Designing your program evaluation*: The final step is to develop a research plan to evaluate the effects of your policy or program. Students are expected to discuss and justify the research design, including the intended methods, sample and setting, independent and dependent variables, measurement strategy, duration of the study, and anticipated results. Issues of internal vs. external validity (e.g., efficacy vs. effectiveness), mechanisms of change, and feasibility should be considered.

Your Capstone Project is worth 40% of your grade, based on two graded components:

Group presentations (15%). In your Capstone Working groups, you will guide us through your groups identification of the problem, possible outcomes and targets, the solutions you each conceived, and some of the key considerations or frameworks you plan to use to evaluate your solutions. The group presentations should link your projects together in some way. Your group will have 30 minutes to present. *A group presentation agreement, outlining each group members expected roles and contributions, is due in class on November 12.*

Final Paper (25%). The final paper is to be completed individually and should describe your proposed program or policy to promote mental health, integrating all four sub-tasks of the capstone project.

Length: 12-15 double-spaced pages, not including title page and references

Format: APA standard (1 inch margins all around, double spaced, 12 point font)

References: At least 10 references, at least 4 of which should be from the course reading list

Due: Monday November 30 at 1 p.m., to be handed in on Brightspace.

Late penalty: 10% will be subtracted for each 24 hours after the deadline if I have not already agreed to an extension ahead of the deadline.

If you anticipate needing an extension, please contact me as early as possible.

COURSE POLICIES

Attendance

Our class meets twice per week. During our meetings, you can expect a mix of lecture, group discussions, in-class activities (e.g., “warm-up exercises”, mini-assignments) and student presentations aimed to improve your understanding of the readings and key course concepts. All of these in-class activities are designed to help you consolidate information, apply key concepts (individually and in groups), clarify misunderstandings, and promote learning. Regular attendance is expected, and should make completing the final capstone project less onerous. If you have to miss a class meeting, you should review any lecture slides, readings, and activities posted on Brightspace. You are welcome to come to my office hours to discuss questions *after you have completed the above activities*.

* As stated above, alternate/make-up assignments are not provided for ***in-class reflection activities***, but you only need to complete 10 of the 12 activities to earn full marks.

* If you are unable to attend class on the day of a ***mini-assignment***, please get in touch with me as soon as possible and I will provide instructions for an alternate assignment, which will typically be due 48 hours after it is provided to you. Please note that the AI policy applies to any work completed outside of class time.

* If you can't come to class on the day of a ***Capstone Working Session***, please complete the interim summary on your own and email it to me. Note that this component is ungraded but required for completion of the course.

* If you can't come to class on the day of your ***Group Presentation***, please be in touch with your group members as soon as possible to let them know. You may choose to have your Capstone grade reweighted toward the final paper, or to give an individual presentation to me during an appointment within one week of the presentation date.

Extensions on Course Assignments

If you anticipate that you will not be able to turn in your work on time due to illness, accident, or family affliction, please send me an email as soon as possible. I strongly prefer to negotiate extensions **well before an assignment deadline**. Note that students who receive extensions should expect a delay in their work being returned, and should take these timelines into account when requesting extensions. Students who require an extension on the final paper of more than a few days may be required to apply for an Academic Concession if the extended deadline prevents timely submission of course grades.

The Use of AI for Course Assignments

In this course, you are limitedly authorized to make the use of generative AI such as ChatGPT. Below are the specific assignments and activities that you can work together with generative AI. In order to not violate academic integrity, you must cite ChatGPT or any other tool properly using APA style. Additionally, you must add as an appendix all the prompts and questions used within the generative AI to create content as an appendix. For all the other activities in this course, please refrain from using any generative AI. Please note that you can opt for not using generative AI at all to successfully complete all the courses requirements, and you do not need to use a paid or subscription version to complete the allowable uses described below.

Although the course allows the use of generative AI, please be aware of the following flaws when using the tools:

- Generative AI does not fact check
- Generative AI may provide bias and inaccurate answers
- Generative AI hallucinates and may provide false or/and made up information
- Generative AI does not critically analyze content

Please also note that UVic policy prohibits use of AI unless it is authorized by your instructor. While I am authorizing your use of AI in the limited purposes above, you should not expect to be able to use these tools in other courses without permission.

What you can do with AI in this course:

Assignment Type	Permitted use of GenAI
• In-class reflection activities	- NO GenAI use is permitted
• Mini-assignments	- Each mini-assignment will provide specific instruction as to the allowable (or not) use of GenAI. Please note these will be differences across mini-assignments, and <i>allowable use of GenAI will likely differ where students are completing an alternate make-up assignment because they missed the in-class group work.</i>
• Capstone Project	- You may use <i>Elicit</i> to suggest appropriate articles to inform or include in the rationale or background for your Capstone. - I will provide further instruction on acceptable uses of GenAI, and the expectations around reporting your use of GenAI, in the assignment instructions. If you use GenAI, you must include the prompts you used in an Appendix to your final paper.

What you *can't* do with AI in this course:

It is against UVic Policy to use any AI tools to write for you or to directly support your writing – submitting AI-generated content, in whole or in part, as your own original work is plagiarism. In this course, you may not use AI to generate, re-write, paraphrase, or substantially edit work that you submit. This includes prompting the tool to complete your assignment goals and then paraphrasing what it provides. So, do not use AI writing features from any LLM tools. Using AI writing features will detract from building the skills and knowledge the assignments are meant to develop.

TENTATIVE SCHEDULE OF TOPICS & DUE DATES

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

Date	Day	Topic	Deadline or Assignment
10-Sep	Th	Course Intro and Overview	
14-Sep	M	Intro to Evidence-based Mental Health Promotion	
17-Sep	Th	<i>Mental Health Landscape in Canada</i>	<i>Mini Assignment 1</i>
21-Sep	M	Current Priorities and Directions	
24-Sep	Th	<i>Selecting a problem, population and setting</i>	<i>Capstone Worksheet #1</i>
28-Sep	M	Barriers: Stigma, funding and equity	
01-Oct	Th	<i>Stigma reduction programs</i>	<i>Mini Assignment 2</i>
05-Oct	M	Barriers: Professional training	
08-Oct	Th	Solutions: Dissemination and Implementation Frameworks Part I	
12-Oct	M	THANKSGIVING, NO CLASS	
15-Oct	Th	<i>Intervention targets</i>	<i>Capstone Worksheet #2</i>
19-Oct	M	Solutions: Dissemination and Implementation Frameworks II	
22-Oct	Th	<i>D&I Example</i>	<i>Mini Assignment 3</i>
26-Oct	M	Solutions: Delivery systems	
29-Oct	Th	<i>Program or Policy Design</i>	<i>Capstone Worksheet #3</i>
02-Nov	M	Solutions: Modular, common elements approaches	
05-Nov	Th	Research Designs	
09-Nov	M	READING BREAK, NO CLASS	
12-Nov	Th	<i>Program Evaluation</i>	<i>Capstone Worksheet #4</i> <i>Group presentation agreement due</i>
16-Nov	M	Solutions: Stepped care models	
19-Nov	Th	<i>Presentations Groups 1, 2</i>	<i>Presentations Groups 1, 2</i>
23-Nov	M	Solutions: Children & Youth, Universal Prevention	
26-Nov	Th	<i>Presentations Groups 3, 4</i>	<i>Presentations Groups 3, 4</i>
30-Nov	M	Solutions: Healthy Workplaces	<i>Final Capstone Report due at 1 pm</i>
03-Dec	Th	<i>Presentations Groups 5, 6</i>	<i>Presentations Groups 5, 6</i>
07-Dec	M	Course wrap-up: rapid, relevant, resilient	

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.
- 4.

Disclaimer

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

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

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](#).

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 11th University Closed (Remembrance Day)

Monday, December 7th Last day of classes in first term for all faculties

Monday, December 7th National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)

Thursday, December 10th First term examinations begin for all faculties

Wednesday, December 23rd First term examinations end for all faculties

December 25th - 31st 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/>