WHAT IS THIS COURSE ABOUT?

We designed this course to provide a conceptual understanding of statistical analyses to advanced research designs and practical experience in the interpretation and communication of statistical analysis related to psychological research. We will meet two times a week and our meetings will include a combination of lecture, in-class activities, group workshops, and computer labs.

The goal of this course is for you to become an intelligent and critical consumer of statistical claims. By the end of the course, you should be able to

- explain the logic and theory underlying each analysis and implement the computational procedures
- apply the appropriate statistic for testing a hypothesis given a particular research design and data
- describe strengths and weaknesses of a given research study
- correctly interpret and communicate the results of an analysis
- propose, analyze, and write a scientific report for an experiment using APA format

Before you take this course you need to have completed

- Psyc 300A with a minimum grade of 50%
- core requirements for Psychology Majors and Honours OR declared Major or Honours in Linguistics (BSc)

If there is a waitlist for the course, we will take attendance during the first three classes and if you are registered for the class but did not attend one of the first three classes, you may be dropped from the class. We will give priority to waitlisted students who meet all the prerequisites and have attended the first three classes. Be sure to check your registration
status before the add deadline of January 22 because we won’t be able to add you to the
course after that date.

MATERIALS: WHAT WILL YOU NEED FOR THIS COURSE?

Required Technology
• A basic calculator that has at least one memory and a square root key. You will be
allowed to use this calculator during exams and you should also bring it to class to
participate in class activities and workshop sessions.
• An iClicker Personal Response System. The iClicker can be purchased at the
bookstore new or used. Both the first and second-generation iClickers can be used.
In order to receive participation points, you must register your iClicker online. See
page 6 for more information.

Optional Text
• Howell, David C. (2017). Fundamental Statistics for Behavioral Sciences (9th
• Based on the feedback of previous students, this text is optional.
• Previous editions (7th, 8th) can also be used in this course.

Computer software program for statistical analysis
Some homework and the research project require the use of computers. We will use SPSS
as the software program for statistical analysis. SPSS can be used with either a MAC or a
PC. Workstations are available in the Computer labs in the BEC Building (basement), in
Clearihue A105 and in the Human and Social Development building (basement). It is
essential that you gain some level of familiarity and comfort in using this computer software
in 300B.

GENERAL FORMAT

Course material will be presented in 5 sections through text readings, lectures, handouts,
class activities, workshop sessions, a research project, graded pre-workshop quizzes,
ungraded homework and ungraded quizzes. At the start of each new section, a “Class Prep”
outline is posted on CourseSpaces that details the related text readings for each day and
the material you are expected to review prior to class lectures and class activities. Answer
keys for workshops and practice homework will be available through CourseSpaces.

In this course we will cover measurement (independent and dependent variables), power,
and inferential analysis for research designs under the Random Sampling Model of
Hypothesis Testing. Research designs including related-samples, bivariate correlation,
independent samples for \( k = 2 \) and \( k > 2 \), and multi-factorial. Other topics we will cover
include application of multiple comparisons to multi-group designs and analysis of
frequency data.
WHAT WE EXPECT FROM YOU

Attend class regularly. Attending class regularly will help to increase your understanding of the material by providing you with opportunities to engage with and discuss the material.

Prepare for workshops. To facilitate discussion and allow you to clarify any questions you may have about the material, you should come prepared for in-class workshops. Please go over your notes and complete the graded pre-workshop quizzes, practice quizzes and practice homework before workshop days.

Check the CourseSpaces website often. All of the course materials, including class notes, will be available through CourseSpaces (http://coursespaces.uvic.ca). CourseSpaces will be your guide on what needs to get done each week. You can sign into CourseSpaces using your NetLink ID.

Conduct yourself appropriately. You should listen to and interact with others in a respectful manner. We are all very diverse and have different values, beliefs, and opinions. Please maintain an open mind to these differences. You may argue with others who hold opinions different from your own, but you must remain respectful at all times. Respect also includes creating an environment conducive to learning, which means being on time, not leaving class early, turning off cell phones, listening, and only using computers to take notes and not to check e-mail or surf the web.

Provide constructive feedback. We are always looking for ways to improve the course to facilitate learning. You are highly encouraged to provide constructive feedback about your experiences in the course. Please see us in office hours to discuss your concerns or suggestions.

Let us know if there are any special circumstances. We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please contact the Centre for Accessible Learning (http://www.uvic.ca/services/cal/) and let us know at once.

WHAT YOU CAN EXPECT FROM US

We are available to help. We are available to help via e-mail and office hours. For e-mail, please include “Psyc 300B” at the beginning of your subject headline and then followed by the subject of your e-mail. Before you compose your e-mail, check the course syllabus, notes, with your classmates, and on CourseSpaces for the answer to your question. Please also be patient as I will be teaching over 900 students this term and will try to respond to e-mails in a timely manner (within 48 hours during business hours and excluding weekends).
Please attend office hours for your more detailed or complicated questions. We will be available during office hours to discuss your grades, understanding of the material, or discuss more general topics about psychology and statistics.

We will upload class notes on CourseSpaces. A skeleton of the notes will be posted on CourseSpaces before class and full notes will be posted on CourseSpaces after class.

We will give and receive feedback. We will post answers to homework assignments and workshop sessions on CourseSpaces and be available in office hours to give feedback on assignments and exams. We are also open to receiving constructive feedback about your experiences with the course.

**HOW WILL WE EVALUATE YOUR PROGRESS?**

Final grades will be based on the following criteria

<table>
<thead>
<tr>
<th>Percent of grade</th>
<th>Evaluation tool</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Exam #1 (covers topics 1-4)</td>
<td>Thu Jan 30</td>
</tr>
<tr>
<td>20%</td>
<td>Exam #2 (covers topics 5-8)</td>
<td>Thu Mar 5</td>
</tr>
<tr>
<td>30%</td>
<td>Final Exam</td>
<td>TBA Apr 6-24</td>
</tr>
<tr>
<td>15%</td>
<td>Research report</td>
<td>Mon Mar 30</td>
</tr>
<tr>
<td>6%</td>
<td>Workshop sessions</td>
<td>Jan 16, 27, Feb 13, 27, Mar 12, 19, Apr 2</td>
</tr>
<tr>
<td>3%</td>
<td>Clicker Participation</td>
<td>Dates listed on course outline</td>
</tr>
<tr>
<td>6%</td>
<td>Pre-workshop Quizzes</td>
<td>Jan 15, 26, Feb 12, 26, Mar 18, Apr 1</td>
</tr>
</tbody>
</table>

**Grading Criteria**

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>85-89</td>
<td>80-84</td>
<td>77-79</td>
<td>73-76</td>
<td>70-72</td>
<td>65-69</td>
<td>60-64</td>
<td>50-59</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**Exam Format**

The exams will cover material from the class, assigned readings, workshop sessions, pre-workshop quizzes, online quizzes, and homework assignments. The specifics of the exam format will be discussed in class. Each exam will cover the designated sections (see above).

**Two-Stage Exam Format**

All exams (including the final) will be two-stage exams. In a two-stage exam, you first complete the exam individually (50 minutes) and then you complete the exam in groups of four (25 minutes). The individual portion of the exam is worth 90% and the group portion of the exam is worth 10% of your exam mark. If you score higher on the individual exam
compared to the group exam, your group score will be replaced by your individual exam score. That is, you will not be penalized if you perform better on the exam than your group.

Why are we using two-stage exams?  
Two-stage exams have been used successfully at other universities. Students report less exam anxiety and that they enjoy receiving immediate feedback on exam questions (EOS-SEI times, 2011; see https://www.eoas.ubc.ca/research/cwsei/eossei-times/EOSSEITimes_4.1GroupExams.pdf). Moreover, student learning is improved by two-stage exams. By going over the exam twice and collaborating with peers, students retain more information (Cortright, Collins, Rodenbaugh, & DiCarlo, 2003; Gilley & Clarkston, 2014). Please see Dr. Chim in office hours if you have any questions about the format of the exams.

Exam Policies for Exam 1 & 2 (20% each)  
You are responsible for attending exams as scheduled. NO make-up exams will be given.  
If you miss one exam due to illness, accident, or family affliction, you must supply documentation for your absence (e.g., doctor’s note) within 7 days of missing the exam. If your documentation is approved, then we will generate a grade for that exam by weighting your grades from the remaining exams. If you miss both exams 1 & 2, you will receive an “N” in this course.

Exam Policies for the Final Exam (30%)  
If you are unable to attend the final exam you must apply to Records Services for a “Request for Academic Concession”, typically within 10 working days of the exam date. If an academic concession is granted for the final exam, an alternative date to write the make up exam must be arranged with the instructor. If you do not take the final exam, you will received an “N” in this course regardless of the course percentage earned up until the exam.

All grades will be posted on CourseSpaces following each exam. Please take the time to check this posting and review your exam to make sure the grade is correct. Once marks have been submitted at the end of term, you will cannot view exams 1 & 2.

Research Project Report (15%)  
We will be helping a community organization answer research questions by analyzing data they have collected. As part of the course requirements, you will write a research paper following the guidelines on CourseSpaces under “Research Project”. This report can be done in groups or on your own. If you do not turn in the research project paper, you will receive an “N” in this course. The final project will be due on March 30, uploaded to CourseSpaces.
In-class Workshop Sessions (6%)
There will be 7 workshop sessions where we will work through problems in learning teams (4 team members). These sessions are loosely based on a method originating in university chemistry classes in 1994 called Process-Oriented Guided-Inquiry Learning (POGIL; see: https://pogil.org/ for more information). While lectures and reading the textbook can provide you with the information on statistics, in order to actually develop the skills necessary to succeed in the classroom and outside of the classroom you need work at it by doing homework and workshops. Not only do students working in groups learn, understand, and remember more but they also acquire skills essential in the workplace (Hanson, 2006). You may actually find that you learn more from your colleagues than from passively listening to me lecture in class!

Each learning team will be given the same workshop activity. This will involve questions and problems that will prepare you for the exams. Each team will hand in one workshop report at the end of class and each team member will receive the same mark on the report. Team members will each be assigned a role and these roles will rotate throughout the semester. After the first couple sessions, the teams may also change to give you the opportunity to work with different students in the classroom. We will count the 5 highest workshop activity grades. Your lowest two grades will be dropped. This will allow you flexibility to miss a workshop due to illness or other external circumstances without penalty.

Pre-workshop Quizzes (6%)
You will complete online pre-workshop quizzes through coursespaces. The quizzes are designed to encourage you to practice what you’ve learned in class, and prepare you for the workshops and exams. There will be six pre-workshop quizzes throughout the term and your lowest grade will be dropped. This will allow you flexibility to miss a quiz deadline due to illness, technical issues, or other external circumstances without penalty.

Due Dates for Pre-workshop Quizzes

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Due date (due at 11pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2. Related Samples</td>
<td>Jan 15</td>
</tr>
<tr>
<td>2</td>
<td>4. Independent Samples</td>
<td>Jan 26</td>
</tr>
<tr>
<td>3</td>
<td>6. Power</td>
<td>Feb 12</td>
</tr>
<tr>
<td>4</td>
<td>7/8. Multi-group Designs and Multiple Comparisons</td>
<td>Feb 26</td>
</tr>
<tr>
<td>5</td>
<td>9/10. Multi-factorial Designs and Interactions</td>
<td>Mar 18</td>
</tr>
<tr>
<td>6</td>
<td>12. Frequency Data</td>
<td>Apr 1</td>
</tr>
</tbody>
</table>

Clicker Participation (3%)
We will base 3% of your final grade on your in-class participation using the iClicker Personal Response System.

You will need to register your iclicker using one of two ways:
1. Go to http://www.uvic.ca/iclickerreq and sign in with your NetLink credentials and you should be taken directly to the iclicker registration page; or
2. log into the UVic portal (http://www.uvic.ca/) and click on: My page > Student Services > iClicker.

Note that iClicker serial numbers do not contain letter O’s, only number 0’s. For FAQ about the iClicker see: http://www.uvic.ca/systems/support/learningteaching/iclicker/

**Why do we use clickers in class?**

Clickers are used as a way to work together through questions posed in class. When used effectively, iclickers can increase your ongoing engagement and involvement, promote a safe environment to communicate your answers, and create lively discussions in class. Clickers can also provide immediate feedback about your understanding of the class material and help us figure out how to improve your understanding of a concept.

In order to receive the full 3%, you need to participate in **75% of the questions** per class in at least **10 of the 13 iClicker classes** (Jan 20, 23, Feb 3, 6, 10, 24, 27, Mar 2, 9, 16, 23, 26, 30). There are no opportunities to make up clicker points as the level of participation required to receive maximum points is set at 75% of all classes to allow you to occasionally miss a class, forget your clicker, or run out of batteries and still receive the maximum amount of clicker points.

It is an academic infraction to use or bring another student’s clicker to class or to lend your clicker to another student. This will be treated similarly to other academic infractions (such as cheating on an exam) and will be subject to university disciplinary procedures. Please remember that the clickers provide you with an opportunity to enhance your in-class learning, and it is expected you will cooperate in making the system work to help you and your colleagues learn.

**WHAT ELSE CAN YOU DO TO DO WELL IN THIS COURSE?**

**Do the practice quizzes and extra practice problems.** One of the best ways to learn statistics is to practice, practice, and practice some more! You will be given online practice quizzes and 6-7 non-graded homework assignments over the term. These practice quizzes and homework assignments will provide you with opportunities to test your mastery of the material. Answer keys will be provided on CourseSpaces shortly after the assignments are handed out. Please only look at the answer key once you have completed each problem.

**Create study groups.** You can meet regularly in groups of 2-4 people to work through the material together. Not only can it be helpful to have others explain concepts to you but it can also be helpful to have to explain concepts to others!

**Attend office hours.** If you’re having a hard time understanding something please don’t struggle on your own. Come see us during office hours! E-mail us to set up alternative times to meet if you can’t make it to office hours. You are encouraged to use office hours to
facilitate understanding of the course material, to review exams, or to seek assistance with your research project.

**Look at online resources.** I will post some additional resources on each topic on CourseSpaces. There are many different approaches to explain a particular concept and reading through alternative explanations might help you gain a better understanding of the material.
# Tentative Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Hypothesis testing with 1- and 2-Sample Designs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Mon Jan 6</td>
<td>Course Introduction / Topic 1. Independent and Dependent Variables</td>
</tr>
<tr>
<td></td>
<td>Thurs Jan 9</td>
<td>Topic 2. Hypothesis Testing: Related Samples Design</td>
</tr>
<tr>
<td>2</td>
<td>Mon Jan 13</td>
<td>Topic 3. Correlation Design</td>
</tr>
<tr>
<td></td>
<td>Thurs Jan 16</td>
<td>Workshop Session #1</td>
</tr>
<tr>
<td>4</td>
<td>Mon Jan 27</td>
<td>Review / Workshop Session #2</td>
</tr>
<tr>
<td></td>
<td>Thurs Jan 30</td>
<td>Exam #1 (Topics 1-4)</td>
</tr>
<tr>
<td><strong>Part 2: Variability Explained and Power</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mon Feb 3*</td>
<td>Topic 5. Variability ($r^2$)</td>
</tr>
<tr>
<td></td>
<td>Thurs Feb 6*</td>
<td>Topic 6. Power</td>
</tr>
<tr>
<td>7</td>
<td>Mon Feb 17</td>
<td>Family Day, Reading Break (No class)</td>
</tr>
<tr>
<td><strong>Part 3: Hypothesis Testing with Multi-group Designs; Multiple comparisons</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Thurs Feb 20</td>
<td>Reading Break (No class)</td>
</tr>
<tr>
<td>9</td>
<td>Mon Mar 2*</td>
<td>Topic 8. Multiple Comparisons cont’d</td>
</tr>
<tr>
<td>10</td>
<td>Thurs Mar 5</td>
<td>Exam #2 (Topics 5-8)</td>
</tr>
<tr>
<td><strong>Part 4: Hypothesis Testing with Multi-Factorial Designs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs Mar 12</td>
<td>Topic 9. Hypothesis Testing: Multi-Factorial Designs / Workshop #5: Computer lab session to analyze results</td>
</tr>
<tr>
<td></td>
<td>Mon Mar 16*</td>
<td>Topic 10. Interactions in Factorial Designs</td>
</tr>
<tr>
<td>12</td>
<td>Thurs Mar 19</td>
<td>Topic 10 cont’d / Workshop Session #6</td>
</tr>
<tr>
<td><strong>Part 5: Options for Violations &amp; Frequency Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mon Mar 23*</td>
<td>Topic 11. Options when assumptions are violated</td>
</tr>
<tr>
<td></td>
<td>Thurs Mar 26*</td>
<td>Topic 12. Frequency Data</td>
</tr>
<tr>
<td></td>
<td>Mon Mar 30*</td>
<td>Topic 12. Frequency Data / Final Project Due</td>
</tr>
<tr>
<td>14</td>
<td>Thur Apr 2</td>
<td>Review / Workshop Session #7</td>
</tr>
<tr>
<td>15</td>
<td>Apr 6-24 TBA</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

*IClicker responses will count for marks on these days.
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 pages 309-312 of the UVic Calendar September 2019.

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.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2019, p. 49-51)

• What to do if you miss the final exam scheduled during the last day of classes

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.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

• What to do if you miss an exam other than one scheduled during the last day of classes

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• What to do if you require additional time to complete course requirements

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 (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.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
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 [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf], (p.45-47, UVic Calendar September 2019). 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. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

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 (on p. 46 in September 2019).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 45-47 in September 2019) [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf]

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)
   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.
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/. 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: www.uvic.ca/mentalhealth/undergraduate/
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: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp