Class Time and Location: Tuesday 2:30 to 4:20 pm, and Friday 2:30 to 3:20 pm: Cornett B111 & B108

Professor: Dr. Jim Gibson  Office: Cornett A214  Phone: 250-882-9224  Email: jemgibso@UVic.ca

Office Hours.  TBA. It is best to book an appointment by phone or email before coming to my office. I give priority to students who have booked a time to meet with me, even during office hours. This saves students from having to wait. Please knock to inform me when it is time for our meeting.

I acknowledge and respect the Lkwungen-speaking peoples on whose unceded traditional territory the university stands and the Songhees, Esquimalt, and WSANEC peoples whose historical relationships with the land continues to this day.

Contacting the Professor

You are welcome to phone me anytime between 7:00 am and 9:30 pm Phone #250-882-9224. If I cannot talk I will not answer. So please leave a message and I will call you back when I can talk. Email: My address is jemgibso@UVic.ca. Please use this address and include 431 in the subject line so that my spam blocker does not delete your email and I can differentiate students from different courses. I prefer to discuss complicated issues in person or on the phone, so please reserve emails for mundane matters such as reminders about commitments I have made, requests to see me during office hours, and so forth. It is best to book an appointment by phone or email before coming to my office. I give priority to students who have booked a time to meet with me, even during office hours. This saves students from having to wait. Please knock to inform me when it is time for our meeting.

Readings: A reading list can be found on CourseSpaces.

Helpful Websites:  www.socialpsychology.org  http://moodle.uvic.ca/

Course Intended Learning Outcomes:

- Develop an advanced vocabulary of psychology and law concepts and terms.
- Describe complex psychology and law concepts and processes in simple terms to people who are not familiar with the area.
- Understand and critique theoretical and methodological research.
- Foster enthusiasm for the field.

Pre-requisites. The pre-requisites for this course are Psych 300A; and two of Psych 330, Psych 375, Psych 376, Psych 385, or Psych 386. Pre- or Corequisite is Psych 300B. If you remain in courses for which you do not have the prerequisites you do so at your own risk. If you complete courses without pre-requisites you are not exempt from having to complete the pre-requisite course(s) at some later date if such courses are required for the degree program. Please check your registration status before the end of the add-period (January 22) to ensure your enrolment, January 19 for 100% fee reduction.  The deadline to drop this course without penalty of failure is February 29.

Notes on Well-Being

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives are 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 ways to improve the effectiveness of the course for you personally or for other students or student groups.

Be Well: I want 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.

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/](http://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/](http://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/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

The sooner you let me know your needs, the quicker I can assist you in achieving your learning goals in this course. Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)

Computer Help: People at the computer help desk can help you with any issues related to your computer and CourseSpaces. Their number is 250-721-7687.

Course Mechanics

**Grades:** Students will be given both a percentile grade and a corresponding letter grade (See the UVic Calendar for details). The final letter grade in the course will be based on your total score (rounded up to a whole number). I will not increase your grade at the end of the term just because it is close to a cut-off, nor will I help you mine for marks in previously graded material. All deadlines and the grades submitted for exams, papers and assignments are final. Please strive to do your best for each scheduled “event”. If you are disappointed with a grade, it is your responsibility to arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded and you discover you missed a cut-off. Students are expected to familiarize themselves with the Important Course Policy Information (see attached).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 &amp; up</td>
</tr>
<tr>
<td>A</td>
<td>85 &amp; up</td>
</tr>
<tr>
<td>A-</td>
<td>80 &amp; up</td>
</tr>
<tr>
<td>B+</td>
<td>77 &amp; up</td>
</tr>
<tr>
<td>B</td>
<td>73 &amp; up</td>
</tr>
<tr>
<td>B-</td>
<td>70 &amp; up</td>
</tr>
<tr>
<td>C+</td>
<td>65 &amp; up</td>
</tr>
<tr>
<td>C</td>
<td>60 &amp; up</td>
</tr>
<tr>
<td>C-</td>
<td>55 &amp; up</td>
</tr>
<tr>
<td>D</td>
<td>50 &amp; up</td>
</tr>
<tr>
<td>N</td>
<td>Incomplete</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 50.0</td>
</tr>
</tbody>
</table>

**Evaluation**

**Attendance:** This course is based on students sharing with one another. Therefore, you will receive and lose a grade for attendance. Attendance is defined as class attendance, with no exceptions. I will take attendance at the beginning of class. Each hour of missed class will reduce your final grade by one mark. If you are late for, or leave early from class (e.g., miss less than an hour), your final grade will drop by half of a mark. I will only excuse one such instance, but you must speak with me before I will do so. If you miss any portion of the presentations, I will drop your final grade by two marks and penalize you one mark for being late or leaving early. All penalties will increase by 10% with each subsequent infraction. If you attend all classes, are never late and never leave early you will receive 11 marks (the 10 marks for attendance and 1 bonus mark for never being late and never missing a class). Please note that penalties for being late or absent can exceed the 10 marks reserved for this component because penalties are taken off your final grade.

**Sub Total = 10 marks**

**Running Total = 10 marks**

**Class leadership:**

You will take turns leading class discussions. Approximately 2 to 3 students per group will be assigned the role of leader for each topic (this number is contingent on the final number who enrol in the course). All leaders will help facilitate discussions. A reading list is posted on CourseSpaces that everyone will use as the basis for discussions. Please read the document posted on CourseSpaces, “Guidelines for Leaders”. Leadership gives you an opportunity to help facilitate discussions. Other group members are encouraged to assist their leaders with this responsibility. The goal is to get everyone in the class to think, talk, and explore the ideas related to the literature, which ultimately should help students generate or build on ideas for their term papers, as well as create an informed discussion on the relevant topics. Everyone will have two opportunities to be leaders. Leadership roles are worth a total of 2.5 marks each for a total of 5 marks. If you miss a class in which you were one of the assigned leaders you will receive 0 for that leadership role, in addition to the attendance penalty.

**Sub Total = 5 marks (2.5 marks for each of the two leadership roles)**

**Running Total = 15 marks**

**Reaction papers:**
Readings are required and should be completed by everyone before the first class on each topic. Useful discussions follow only when everyone has completed the readings thoroughly and thoughtfully. Hence you are required to write 10 reaction papers (600 to 900 words in length) focusing on your topic for your final project, but also as it relates to any one of the two readings assigned for each topic. For more details about reaction papers please read and follow the instructions on CourseSpaces in the document “Guidelines for Reaction Papers.” Reaction papers must be submitted onto the CourseSpaces’ drop-box before the beginning of the class in which the topic was assigned in order to receive credit. **Late, emailed, or improperly saved reaction papers will receive a 0 grade.** You will not need any identifying information within the document because it will only eat up your word count. Each properly submitted paper is worth 2.5 marks for a total of 25 marks. I will only write comments or make suggestions for 3 of the 10 reactions papers you submit. Please indicate the reaction paper you wish to receive feedback for by putting “FB” in the file name (e.g., “reaction paper1 FB.doc”). If there is no FB in the file name, or you have already received feedback on three reaction papers, then you will just receive a grade out of 100. The follow rubric will be applied to your reaction papers; “perfect” (100%), “almost perfect” (97.5%) “exceptional” (95%), “exceptional/outstanding” (92.5%) “outstanding” (90%), “outstanding/impressive” (87.5%) “impressive” (85%), “impressive/well-done” (82.5%) “well-done” (80%), “promising” (77.5%) “good” (75%), “okay” (72.5%), “acceptable” (70%), “barely acceptable (65%), disappointing (60%), unacceptable (40%), nothing submitted (0).

**Sub Total = 25 marks (2.5 for each of the ten reaction papers)**  
**Running Total = 40 marks**

**Position paper:**  
The term paper will be a position piece. You will select a thesis statement concerning any topic in social-cognitive psychology. I would like you to select your topic within the first two classes. Your term paper must include a minimum of eight peer reviewed primary research reports to substantiate or refute your position/thesis. You can only use a maximum of four articles from my assigned reading list. I expect papers to be between 3000 to 6000 words (the equivalent of 10 to 20 pages in length, double-spaced, 1-inch margins, 12 font, in APA format). All papers must be posted on CourseSpaces in the appropriate drop-box before the deadline listed below. Please use the last five digits of your student number to name your paper (e.g., 12345.doc). Do not put any identifying information in your paper, that is, no personal names. A revised edition of each paper (see below) must be submitted on CourseSpaces as a Word or Rich-text file attachment via the assignment function before the deadline listed below. The paper will be worth 25 marks (this mark will be based on both submissions, see below). I will penalize improperly saved, formatted, or late papers by 2 marks a day (this penalty applies to both deadlines). That is, I will give you a late penalty if your work is not properly saved or posted, which means I am unable to send it out for review or review it, and you are required to re-post it. More details about the paper are posted on CourseSpaces. Here is a link to a guideline created by Daniel Simons on how to improve your writing [http://www.dansimons.com/resources/Simons_on_writing_1.4.pdf](http://www.dansimons.com/resources/Simons_on_writing_1.4.pdf).

**Sub Total = 25 marks (12.5 for each submission)**  
**Running Total = 65 marks**

**Providing Feedback:**  
As noted above, you will post your papers on CourseSpaces, which I then will post to another student in the class, which is why I do not want you to put your names on your papers. I would like you to use Word’s “Track Changes” to give feedback for the paper’s author or write comments in [square brackets] or use a different colour of font. This is to make your comments stand out. Everyone is expected to provide feedback based on the rubric for your paper assignment. You will be penalized 2 marks if your review is not anonymous. A way to review a document using track changes in Word, while remaining anonymous, is by going into the options and finding where you put your name in for the software and changing it, i.e., Go File -> Options -> General -> Name and initials. If that is changed to either a random name or characters or even left empty it should keep your track changes comments anonymous. If this is done after changes have been made, only new comments and changes will reflect the different name, not previous comments. Reviewers must append the word “reviewed” to the file name of the paper they reviewed before posting it back on CourseSpaces. I will review the feedback offered and provide a mark out of 10. I will then reattach your reviewed work back to your CourseSpaces website. Feedback must be posted on CourseSpaces by the deadlines listed below. Failure to do so will result in a 2-mark penalty per day, which will be subtracted from your final grade. See the rubric for the paper to help you focus your feedback (e.g., focus more on I.C.E., than on grammar since the former is worth considerably more marks).

**Sub Total = 10 marks**  
**Running Total = 75 marks**

**Paper Presentations:**  
Following the topic discussions, class meetings will be devoted to you all presenting your position papers (see below). Each presentation will be worth 15 marks. You will only present to the group you have been working with all term, not the entire class (e.g., the first day of presentations will just be with class A, then the next day just with class B, and so on). Presenters must be prepared to start on time. This means having your audio/visual equipment and/or visual aids ready. I will randomly assign the
dates. You are expected to present for 20 minutes. There will be no questions or discussions. I will need to be notified if you plan to change dates with one another.

**Sub Total = 15 marks**

**Running Total = 90 marks**

---

**Oral Exam:**
During the first week of exams, you and I will meet one-on-one for an oral exam. The timing of these meetings must be arranged before the last week of classes. Please set this up in class, contact me via phone (250-882-9224), or email to book a meeting time for your oral exam.

**Sub Total = 10 marks**

**Running Total = 100 marks**
Tentative schedule: **Tuesday 2:30 to 4:20 pm, and Friday 2:30 to 3:20 pm: Cornett B111 & B108.**

Jan 7 & 10  We will introduce ourselves, discuss the course syllabus, select paper topics, and leadership dates.

Jan 14 to April 3
Topics to be covered:

- **Jan 14**  The Self (Photos due for bonus marks on the 14th before class)
- **Jan 17 & 21 (first hour)**  Attributions
- **Jan 21 (second hour) & 24**  Behaviour & Attitudes
- **Jan 31 & Feb 4 (first hour)**  Persuasion
- **Feb 4 (second hour) & 7**  Conformity
- **Feb 11**  Culture
- **Feb 14 & 25 (first hour)**  Helping
- **Feb 17 to 21**  Reading break – no classes
- **Feb 28 & March 3 (first hour)**  Aggression
- **March 3 (second hour) & 6**  Attraction & Intimacy
- **March 10**  Prejudice

- **March 13 to April 4**  Individual presentations of final papers (within class) 6 classes
  - **March 20**  Papers due by 2:30 on CourseSpaces
  - **March 27**  Feedback due by 2:30 pm on CourseSpaces
  - **April 10**  Revised papers due by 2:30 pm on CourseSpaces
  - **April 6 to 10**  Individual Oral Exams (15 minutes each; 10:30 to 1 pm; suitable meeting times will be arranged).

**Bonus Mark**
Photograph. You will receive ½ a bonus mark if you upload onto CourseSpaces’s drop-box “Photo” a recent digital or scanned photograph of yourself (head and shoulders – with glasses if you wear them, but no sunglasses or hat – I would like to be able to see your eyes). Please do not embed your photo in a document. This is due before class on January 15. This process will help me learn your names. You will lose part or all of your bonus mark if you do not follow these instructions.

**Evaluation Criteria**
I use the I.C.E. as a method of grading all material. Specifically, “I” stands for information, “C” stands for connections, and “E” stands for expansions. I evaluate the quality of the information, that is, whether the facts are relevant, accurately defined, clear, and comprehensive. This will require you to consider, explain, and justify points you raise and why. In doing so, you may document that Point A and Point B are premises to Conclusion C. These connections must be explicitly defined. You should not be making assumptions about my knowledge. The material should stand on its’ own. Finally, and as noted above, the information and connections you make must have some relevance. That is, you must substantiate why you are discussing C or connecting Point A with Point B. Expansions may be theses, ramifications, conclusions, justifications, rationalizations, explanations, etc. They are all about the “why?” or “so what?” In relation to ICE, I typically dock marks rather than give marks. That is, I look forward to an insightful experience when I commence reading your work. Anything that interferes with that experience I see as a flaw. I typically deduct 2.5 marks on a 100-point scale for minor flaws (e.g., typos, disorganized thought, etc.), 5 marks for more severe flaws (e.g., sentence fragments, weak definitions, unnecessary quotation, etc.), and 10 marks or more for egregious flaws (e.g., key points are confused or misunderstood, missing definitions, etc.). Finally, a piece of writing may have all the necessary components, that is, it takes me from point A to point B, but because it was difficult to read or flawed will not be considered first class work. This can often be a matter of style, organization, grammar or a combination of a number of issues. “A” work is engaging, insightful, and flawless. The more creative, engaging and insightful the work is, the more likely it will receive an “A+” (such work would be worthy of publication), while the less creative, insightful and engaging, but still relatively flawless the work is, the more likely it will receive an “A -.” As flaws start to define the work, the letter grade drops (e.g., to a B, C, and hopefully never, to a D or F). For feedback on your tests, I encourage you to book an appointment with me. I will set aside time for us to meet and will clear my office when your time roles around. Best to knock to let me know when it is your time so I do not go over with the person I am with. Then I will happily review your exam with you pointing out concerns or explaining issues I may have had. I will also do this over the phone. For those who submitted a paper, you will find feedback regarding your work on the same CourseSpaces page where the assignment was originally posted, typically with the term “marked” appended (e.g., “Jane Doe marked.docx”). Please allow us up to 3-5 days to mark all the papers. Comments will be written in your document via track changes. Please review the comments embedded in your text, and if, after reviewing your work and feedback, you have any concerns or questions, please speak with me in person.
Course Experience Survey
Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend).

The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (http://uvic.ca/mypage). When the class is 5/6 over, an email will be sent inviting you to complete the CES online. I will set aside approximately 10 minutes at the beginning of the last class of the term for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. You will need your UVic NetLink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.
UNIVERSITY OF VICTORIA  
Department of Psychology  

**Important Course Policy Information**  
Spring 2020

**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](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](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
2. The Ombudsperson's office: 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.
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
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.


**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/](http://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/](http://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/](http://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/](http://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/](http://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/ svc. 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: sypcoordinator@uvic.ca

Web: www.uvic.ca/svp