COURSE DESCRIPTION

This course focuses on the biological basis of behavior at the molecular, cellular, and neural systems level. Specifically, the course will cover the fundamentals of neurophysiology and neuroanatomy from a functional perspective, with an emphasis on the anatomy of the human nervous system. Throughout the term, we will examine the physiological basis of behaviours through a review of contemporary research in areas such as sleep, perception, learning and memory, motivation, and mental disorders.

This term, course delivery will take place via blended instructional format: the Tuesday and Wednesday lecture materials will be posted online and will require self-guided learning, whereas the Friday session will adopt a live, “science-café” approach via Zoom, where you will attend a virtual gathering to review select topics in greater depth and see how the material we learn in class is being reflected in current research. See below for further information.

LEARNING OUTCOMES

1. Consider psychological phenomena from the point of view of brain-behaviour relationships.
2. Describe the basic anatomy of the nervous system.
3. Describe the basic physiology of the nervous system on several functional levels.
4. Demonstrate a foundational understanding of how the nervous system reacts to the environment, from perception to cognition to action.

PREREQUISITES

The pre-requisites for this course are PSYC 215A or PSYC 251. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. Please note that students are responsible for checking their registration status and adhering to the add (September 25th 2020) and drop (September 22nd 2020) deadlines.

COURSE MATERIALS

1. Course Website
   The PSYC 351D (A01) website will be accessible through the UVic BrightSpace system. This site includes links for contacting the instructor and TA, as well as an online copy of the course outline, posted materials, and other course information and links. Online quizzes will be conducted through the LaunchPad Website (see below). If you have difficulty accessing either website, I recommend trying a different browser such as Firefox or Google Chrome.

2. Required Text
   An Introduction to Brain and Behavior
   Sixth Edition* ©2019
   Bryan Kolb, Ian Q. Whishaw, & G. Campbell Teskey
*Students who wish to use older editions do so at their own risk, as information may be missing or changed. LaunchPad access is required.

3. **LaunchPad Access (Required)**

This course takes advantage of Launchpad, the online platform associated with this textbook. The entire textbook is available electronically through Launchpad.

To register for this course on LaunchPad, go to:
https://www.macmillanhighered.com/launchpad/kolbintro6e/13578711

You have two options to enroll in the course: (1) via purchased access code or (2) via free 14-day access while deciding. **LaunchPad also provides access to the e-book.** If you would like an ebook/LaunchPad Access (without a paper book), contact the bookstore as they have an agreement with the publisher to provide this option to UVic students.

**WEEKLY ACTIVITIES**

*For each week of the course, you are expected to complete the following:*

1. Complete the assigned readings/activities
2. Complete the Online LaunchPad LearningCurve Quizzes
3. Review all posted class sessions and materials
4. Write down any thoughts, ideas, and questions you have as you go through the material from earlier in the week and send them to me via BrightSpace forum by 1:00 pm on Wednesday
5. Attend and actively participate in the Friday review sessions (more information below)

**EVALUATION**

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>PERCENTAGE OF GRADE</th>
<th>TENTATIVE DATE</th>
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<tbody>
<tr>
<td>Midterm 1</td>
<td>20%</td>
<td>Friday, October 9th</td>
</tr>
<tr>
<td>Midterm 2</td>
<td>20%</td>
<td>Friday, November 6th</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
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<tr>
<td>LaunchPad Quizzes</td>
<td>15%</td>
<td>Ongoing (see class schedule)</td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Ongoing (see class schedule)</td>
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</table>

**GRADING**

The final letter grade in the course will be based on total percent score point as shown:

- A+ = 90 – 100
- B+ = 77 – 79
- C+ = 65 – 69
- F = 0 – 49
- A = 85 – 89
- B = 73 – 76
- C = 60 – 64
- A- = 80 – 84
- B- = 70 – 72
- D = 50 – 59

*Students who do not take the final exam and/or who miss two in-class midterms will receive an “N”.*

Students are expected to familiarize themselves with the Important Course Policy Information (attached). Effective May 1, 2014, the letter grading system previously used at UVic was discontinued. Your final grade will be a straight percentage. Your final grade will be rounded at the 0.5% level (e.g., 84.50 will be rounded to 85; 84.49 will be rounded to 84).
EVALUATION GUIDELINES

Exams

The two midterms will be administered online and will take place on a Friday during the typical course timeslot. The midterms will assess your understanding of the topics that precede it, up to and including the Tuesday lecture of the week in which the exam will take place (see lecture schedule). The content of the exams may include any material covered in the readings, slides, lectures, and all other course activities. Midterms will take most of the course time to complete (50 minutes) and will contain a combination of multiple choice, fill-in-the-blank, diagram and/or short-answer questions. All students will take the midterms at the same time and it is expected that students will do so individually (i.e. consulting with peers during the exam is not permitted). Measures will be in place to detect and enforce academic integrity in this respect. While you will be permitted to use the textbook and any course notes during the exam, exams will primarily focus on applying your knowledge, rather than rote memorization. Thus, it is imperative that you study the material thoroughly beforehand, as you would for a typical in-class midterm.

The final exam will take place during the university’s designated final exam period. This exam will be longer than the midterms and is therefore worth a larger percentage of your grade. The final exam will be in take-home format: that is, there will be a series of questions that you will be asked to answer in written format (i.e. short and long answer) by applying the knowledge you have gained throughout the term. Like the midterms, the final exam will be open book. Students will have 3 days to work on their answers at their own pace and submit their final exam to the TA by the designated due date and time (TBA). The final exam will be cumulative, in that it will rely on principles covered throughout the term, though it will place greater emphasis on material covered after the second midterm.

Extensions

The usual rules of the university apply to attending examinations. No allowance can be made for busy schedules or other reasons not sanctioned by the UVic administration. Due to the nature of the online exams, no make-up exams will be provided. For those students missing examinations (midterms) for valid and documented reasons, then a grade for that midterm will be generated by weighting your grades from the remaining exams. Students who miss the two midterms will receive a grade of “N” in the course as they will be deemed to have missed too much of the course material to have met course completion requirements.

When you enter the online classroom to write any of the exams, it is assumed that you are mentally and physically able to write the exam. Once you complete an exam, it is not possible to change the outcome on the basis of claims that you were not in a suitable condition to write it. It is not possible to obtain additional marks in this course by asking for special dispensation privately arranged on an individual basis (for example, a request from a student to produce an essay or review for additional marks beyond the marks assigned to exams and classroom participation).

Online Quizzes (LaunchPad LearningCurve Quizzes)

Cramming is an ineffective study strategy for long-term learning. To encourage you to read and study the course material gradually each week, you will complete the online chapter quizzes within LaunchPad, called LearningCurve. Approximately 27 LearningCurve quizzes will be assigned throughout the term; however, your grade will only be calculated out of your best 25 quizzes for a total of 15% of your grade (each quiz = 0.6%). Assigned quizzes are listed in the below lecture schedule. Any changes will be announced in class, on BrightSpace, and on LaunchPad.
The LearningCurve quizzing system is interactive and adaptive. Quizzes will be graded on a Pass/Fail basis. Each quiz is worth a certain number of points. To “Pass” you must obtain the target amount of points. For every correct answer you produce, question point values increase, ultimately meaning the more questions you get right, the fewer questions you will have to complete to hit the target total (and thus finish and pass the quiz). As you get questions wrong, point values decrease, meaning you will have to answer more questions to earn points and finish the quiz. **In sum, these quizzing procedures reward comprehension and discourage guessing.** The system is fully interactive, allowing you to return to the text if you are unsure of an answer. Additionally, the LearningCurve system will develop a personalized learning plan for you, displaying which areas you have mastered and providing tools to help you improve in areas that have been difficult.

If you encounter problems using the LaunchPad website and completing the LearningCurve Quizzes, contact the website’s Technical Support (top right corner > help > contact technical support). **Do not contact the instructor or the TA.** The website tracks and timestamps all your activity. If/when you experience a technical problem, they will help you troubleshoot it. If the technical problem causes a quiz to be submitted late or unsubmitted, the support team will forward me the technical documentation detailing your problem and giving me the option for allowing a second attempt/submission.

**Class Participation**

Active engagement with the course material helps to promote learning and may make it easier to integrate new information with your existing knowledge. With online course delivery systems, the discussion that typically takes place in classrooms can be lost. For this reason, I have tried to structure the course in such a way that critical thinking and discussion are part of your weekly learning goals.

As outlined in the lecture schedule, course delivery will take place via blended instructional format: the Tuesday and Wednesday lecture materials will be posted online and will require self-guided learning, whereas the Friday session will adopt a live, “science-café” approach via Zoom, where you will attend a virtual gathering to review select topics in greater depth and see how the material we learn in class is being reflected in current research. Attendance at the Friday virtual meeting is mandatory. See below for further information.

**Tuesday & Wednesday:** The posted lecture materials for these days will include any combination of pre-recorded lectures, slides, videos, additional reading, or activities. They will be posted by 9:30 am the day of the lecture and are formatted so that the material for that day can be completed within the 50-minute class timeslot. To avoid last-minute cramming and get the most out of the class format, I strongly suggest that you review the self-guided materials each week during the designated time slots for our class (i.e., treat the self-guided lectures as if they were in-person classes).

**Friday Science Café:** Class on most Fridays of the term will be a live class, where the instructor and students will gather in a virtual classroom (Zoom) to further explore the material covered in the Tuesday and Wednesday sessions. In addition, one scientific article or paper of interest will be posted on BrightSpace each week that students are expected to read ahead of the Friday lecture. This lecture will be a “Science Café” format, where we will engage in critical thinking and discussion through various virtual means (discussion, activities, break out rooms). As well, Friday will serve as a review of more challenging concepts covered earlier in the week and serve as an opportunity for you to ask me questions about the material.

Given that we are a large class, participation can be challenging to accomplish via online video platforms. As such, I ask that you write down any thoughts, ideas, and questions you have as you go through the material.
from earlier in the week and send them to me via BrightSpace forum by 1:00 pm on Wednesday to be considered for the Friday lecture. Submissions sent via e-mail will not be counted. This will ensure that I can go through your questions and/or discussion points and be prepared to present them on Friday. While a review of every student’s questions each week will not be possible, emphasis will be placed on common themes or interesting discussion points. During the live session, the TA will be surveying the chat box for any quick questions arising during the lecture; however, such questions will not count towards your participation grade. Thus, students are strongly encouraged to send questions/discussion points in beforehand.
### TENTATIVE CLASS SCHEDULE*

*Please note that topics and dates are approximate and subject to change. Changes will be posted on the course website.*

Red = Live online lecture  
Blue = Pre-recorded lecture/self-guided learning  
Yellow = Live online exam  
R = Reading posted on course website

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<tr>
<th>WEEK</th>
<th>CLASS</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
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<td>Introduction and Overview</td>
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<td>Functional Anatomy (I)</td>
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<td>Cells of the Nervous System</td>
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<td>Electrical Signaling</td>
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<td>Chemical Signaling</td>
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<td>Drugs, Hormones, and the Brain</td>
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<td>Sensation &amp; Motor Control (I)</td>
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<td>Guest Lecture</td>
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<td>Sleep &amp; Dreams</td>
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<td>Learning and Memory (II)</td>
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<td>Consciousness &amp; Cognition (I)</td>
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<td>Consciousness &amp; Cognition (II)</td>
<td>15, 15b, 15c</td>
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<td>Wed, Nov 25</td>
<td>Clinical Disorders (I)</td>
<td>16, 16a</td>
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<td>Fri, Nov 27</td>
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<td>Tues, Dec 1</td>
<td>Clinical Disorders (II): <em>Guest Lecture</em></td>
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<td>16, 16b</td>
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<td>Science Café/Review</td>
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</table>
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 September 2020.

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

• 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. 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 September 2020.

The definitive source for information on Academic Integrity is the University Calendar. 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: om buddy@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.

**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/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