Psychological Disorders of Childhood and Adolescence

Department of Psychology, University of Victoria
Psychology 366 (A02), Fall 2020, CRN (12725)

Instructor: Abbi Graves
Contact: argraves@uvic.ca
Office location: Zoom platform
Office Hours: TBD & by appointment

Class Time: Monday & Wednesday 4:30 pm – 5:50 pm
Class Location: Zoom platform

Teaching Assistant: TBD
Contact: TBD
Office hours: TBD

REQUIRED MATERIALS

- Electronic resource: MindTap code to access online activities*

*You must purchase the MindTap code from the UVic Bookstore which also gives you access to the electronic version of the textbook. If you choose to purchase an alternative format of the book, please be aware that you will still need to purchase the MindTap code separately.

COURSE WEBSITES

- Brightspace (replacing Course Spaces) page: [https://bright.uvic.ca/](https://bright.uvic.ca/)
- MindTap Site: [https://login.nelsonbrain.com/course/MTPP-DLBQ-PC39](https://login.nelsonbrain.com/course/MTPP-DLBQ-PC39)
  - MindTap Course Key: MTPPDLBQPC39

COURSE DESCRIPTION

This course is designed to provide you with an introduction to current research and theory in clinical child psychology and developmental psychopathology. A variety of disorders that present in childhood and adolescence will be discussed in terms of etiology, assessment, classification, and treatment. Multiple theoretical perspectives as well as ethical standards will be covered. We will consider contextual factors including family, environmental, and sociocultural circumstances, as well as risk and protective factors. A primary focus will be placed on the applied aspects of clinical child psychology through: case studies, exposure to the roles different professionals play in assessment and treatment, and to the types of clinical presentations seen in both clinical child psychology and pediatric neuropsychology. This is a research-enriched course and will include applied opportunities to engage directly with research data collected at UVic. Of note, this course is not designed to teach students how to implement or conduct psychological assessments or treatment.

COURSE FORMAT

- This course is a fully online course. To encourage community building, you will be divided into peer learning groups of 8 – 9 students for live discussions during our scheduled class times. Each student is a valued member of their peer learning group and it is important that you show up for one another so you can get the most out of this course.
This class does not feature traditional lectures in that I will not be speaking at you for 80 minutes during our class time. Instead, I will post pre-recorded mini-lectures on specific topics that will expand beyond the material in the textbook. Our class time will be used to discuss special topics, expand on the textbook content, answer questions you may have, and discuss material in your peer learning groups.

You are expected to read the required chapter (listed on the tentative schedule) and watch the pre-recorded lecture video(s) before class.

In order to accommodate online learning, several of our class times will be deemed asynchronous. This means that I will post material for you to complete on your own. You can assume this material will take approximately as much time as it would take if we were meeting live.

WHAT YOU CAN EXPECT OF ME

- I am truly passionate about the topics in this course and have over 15 years of applied clinical experience with children and families across a wide range of disorders. I will aim to make the material as interesting and engaging as possible by providing you with applied examples and assignments whenever possible.
- I aim to be approachable and flexible, please reach out if you need something. I am always open to feedback because if you are struggling it may mean that I am not teaching you as well as I could be.
- It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs to addressed both in and out of class, and that the diversity that students bring to this class be viewed as resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, and socio-economic status, ethnicity, race, and culture. 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.

WHAT IS EXPECTED OF YOU

- Attend the online classes—your attendance and active engagement is very important! You can actively engage in class by having your video on, asking questions, participating in polls, engaging in your peer learning groups, and being courteous and respectful of others during class.
- If you do miss class, please email another student to find out what you missed, or post on the Brightspace Discussion Forum.
- Please remember that your online communication may more easily be misunderstood by others. In addition, you and/or your peers may be experiencing extra stressors during this unprecedented time. Please review the “Netiquette” information at the end of this document and pay extra attention to being courteous, respectful, and kind to both yourself and others.
- Please feel free to reach out to me during the term. You can talk with me during office hours or by appointment at any time. If there is a problem that is negatively affecting your course performance, contact me as early as possible so that we can develop a plan to help you succeed in this class.

IF YOU HAVE QUESTIONS

- Please read through the course outline carefully as it will likely answer many of the questions you may have. If you still have questions I encourage you to post your question on the Brightspace
forum or to ask your question during class. If you have a question, it is likely that other students may also have the same question.

- If you are unable to post your question to the forum (for any reason) please email myself or your TA directly. Please do not send questions through Brightspace. Any email questions that can be directly answered from the course outline will be given a very brief response referring you back to the outline.
- When you email me please include “PSYC 366” in the subject line. Please also include your full name and student number in every email. I receive a very large volume of emails and want to be able to find yours easily!
- I will aim to respond to your email within 48 hours on business days. If it is has been longer than this, please send a gentle follow-up email.

PREREQUISITES
- PSYC 201 and PSYC 260 OR permission of the department
- Credit will be granted for only one of PSYC 366, PSYC 436
- It is your responsibility to ensure that you have all of the correct perquisites before taking this course. If you choose to remain in a course for which you do not have the prerequisites you choose to do this at your own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite courses at some later date if such courses are required for the degree program.

ADMINISTRATIVE NOTES
- You are required to log into Zoom using your UVic associated email address to ensure you are granted access to our online classroom. This is to protect everyone’s privacy. More details will be provided prior to the first day of class.
- All course materials, including lecture slides, pre-recorded lectures, discussion forums, assignments, grading rubrics, and grades will be posted to Brightspace.
- All announcements and information regarding UVic policies (i.e., for academic integrity) will also be posted to Brightspace. Please review the University’s Policy on Academic Integrity.
- This course outline contains general information about the course. However, it is your responsibility to regularly check Brightspace for any updates.
- Learning online is likely new to many of us. I encourage you to look at the Learn Anywhere website (https://onlineacademiccommunity.uvic.ca/LearnAnywhere/) prior to our first class to obtain information about online learning at UVic. As well, you will receive an email prior to the first day of class with suggested online tutorials that you may wish to complete to facilitate your online learning.
- It is your responsibility to check your registration status by the drop deadline (September 22, 2020). The last day to add courses online is September 25, 2020. Course ads after this date will require an Undergraduate Course Change form and are subject to the approval of the Director of the Academic Advising Centre.
- Please review the attached information: Important Course Policy Information, Sexualized Violence Statement, and Wellness Statement.
COURSE REQUIREMENTS AND EVALUATION

Although grades are not everything, they are one way for you to demonstrate your knowledge of the course content. Final grades will be calculated based on the following specific elements:

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td>MindTap Exercises</td>
<td>Ongoing</td>
<td>13%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Sept 18, Oct 2 &amp; 23, Nov 6 &amp; 27, Dec 4</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>Oct 26 &amp; Nov 30</td>
<td>22%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>Outline Oct 14; Paper Dec 2</td>
<td>30%</td>
</tr>
</tbody>
</table>

*If you do not complete 5 quizzes and the research paper you will receive an “N” for the course even if your grade is above 50%.

Participation (10%): a vital part of fostering our online learning environment is attendance to our ‘live’ lectures and discussions. Attendance will account for 50% of your participation mark, whereas participation and engagement in your small-group discussions will account for the other 50%. Your group will be asked to submit a brief summary of your discussion. Please turn on your video and participate in the class polls and/or chat during our discussions. I understand that unexpected events may come up and thus you will be allowed to miss two classes without explanation or an impact to your grade. However, in all other circumstances I expect you to contact your TA if you are unable to attend class and provide appropriate documentation.

MindTap activities (13%): You will complete assigned activities via the electronic resource MindTap that will enhance your learning. These will occur throughout the course and activities will be open for a limited period of time only. Once activities are closed, they cannot be completed. 50% of your grade will be for completion and the other 50% will be based upon your score.

Quizzes (Best 5 out of 6 scores for a total of 25%): Quizzes will consist of material from the textbook, lectures, and supplementary materials using multiple choice and short-answer questions. Your best 5 out of 6 quizzes will count towards your final grade. Since you can miss one quiz and still complete the course requirements there will be no make-up quizzes available.

Note: For weeks that you have a quiz it will open on Brightspace on Wednesday after our class and will close on Friday of the same week at 10 pm. You can take the quiz any time during this period but once you open the quiz it will only be available for a pre-set amount of time. I recommend that you complete the quiz in plenty of time to avoid last-minute technological problems. Please also ensure that you have a reliable internet connection before you open the quiz. It is expected that you do not share the quiz content with other students and that you complete the quizzes individually. Quizzes will include applied questions in lieu of rote memorization.

Case Study Discussion Forums (2 forums = 22%): Discussion forums will be completed within small groups (your peer learning group + 1 other group). I will post a description of a case and you will be asked to post your conceptualization of the case as well as respond to the ideas of others. Since forums
are open for more than one week, there will be no make-up forums available except under extenuating circumstances. More information to be posted on Brightspace.

**Research paper (30%)**: This paper will be an abbreviated version of an empirical research article. You will choose a topic of your choice (chosen from a pre-set list of topics), review current literature on this topic, and include your interpretation of research findings based on data provided to you. Although each student will submit their own individual paper, topics will be chosen in groups so that you can discuss and consult with your fellow students. This paper is worth a total of 30% of your final grade: 5% for an outline of your paper to ensure you are on the right track, and 25% for your final paper (no more than 6-8 pages double spaced, not including references). More details will be provided on Brightspace.

**ACCOMMODATIONS**
- I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with me as soon as possible (i.e., within first 2 weeks of classes). If you have been impacted by the pandemic and may need accommodations please contact me as soon as possible, preferably before our first class. Some students may want to inquire with the Centre for Accessible Learning to see if registration is appropriate: [https://www.uvic.ca/services/cal/onlineservices/register/index.php](https://www.uvic.ca/services/cal/onlineservices/register/index.php)
- It is your responsibility to attend class and complete quizzes and assignments as scheduled. As a reminder, there will be no opportunities to complete make-up discussion posts or quizzes.
- Late assignments: For each 12 hours that an assignment is late, 10% of your grade on that assignment will be deducted. Assignments will not be accepted after 3 full days past the deadline and a grade of zero will be assigned. Exceptions will only be made under exceptional circumstances (e.g., serious illness, accident, family emergency) and when appropriate documentation is presented within 3 days of the due date. If you need an extension please speak to me about it before the deadline.
- If you have concerns about a grade, it is your responsibility to submit a written request for a review of your grade. However, prior to submitting this I encourage you to review the material you submitted and think through whether the mark is appropriate (outside of mathematical errors). Your written request needs to include your name, student number, description of assignment, and your specific reasoning for requesting a re-grade. You must make the request when the grade is posted, not at the end of the term or after your final grade is posted. I will not review any grade or assignment if you contact me more than 1 week after the grade was posted on Brightspace. Please be aware that I will first have the person who marked the assignment re-grade it. If that is not sufficient, you can request for me to review the grading. However, please be aware, that your grade may be increased, stay the same, or lowered.

**GRADING POLICY**
As per university policy, your final grade in the course will be based on your total percent score. Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, a final grade of 89.5% will be rounded to 90%, whereas 89.4% will be rounded to 89%.
Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 -- 100%</td>
<td>100%</td>
</tr>
<tr>
<td>A</td>
<td>85 -- 89%</td>
<td>85% - 89%</td>
</tr>
<tr>
<td>A-</td>
<td>80 -- 84%</td>
<td>80% - 84%</td>
</tr>
<tr>
<td>B+</td>
<td>77 -- 79%</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>B</td>
<td>73 -- 76%</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 -- 72%</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>C+</td>
<td>65 -- 69%</td>
<td>65% - 69%</td>
</tr>
<tr>
<td>C</td>
<td>60 -- 64%</td>
<td>60% - 64%</td>
</tr>
<tr>
<td>C-</td>
<td>56 -- 59%</td>
<td>56% - 59%</td>
</tr>
<tr>
<td>D</td>
<td>50 -- 54%</td>
<td>50% - 54%</td>
</tr>
<tr>
<td>F</td>
<td>0 -- 49%</td>
<td>0% - 49%</td>
</tr>
<tr>
<td>N</td>
<td>incomplete*</td>
<td>0% - 49%</td>
</tr>
</tbody>
</table>

INTELLECTUAL PROPERTY

All course materials (including my lecture slide notes) are exclusively meant for UVic students enrolled in this particular course section. Please do not share them with others. This includes refraining from posting them in any format, on any website/public domain. Thank you!

NETIQUETTE (adapted from Dr. Michael Stevenson, University of Southern Maine, used with permission)

Our text-based communication is vital in this course because it is the primary--and sometimes only--way we will connect with each other. Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking, so it is vital that you feel comfortable expressing your opinion but also respect the ideas of others. Please be careful and considerate in all your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructors) might not infer your intent. These are a few suggestions:

1. Take a moment to **re-read everything you write**--assume that it will be taken in the worst possible light. (Doing so will also provide you the opportunity to correct typos and other errors).
2. **Extend courtesy to others**--assume the most charitable light possible. Doing so will make communication easier and far more civil.
3. Keep in mind that the online medium is poor at conveying tone. What was intended as a joke may not always be read as such. (Irony is especially difficult to convey via email.) Please avoid using abbreviations (e.g., lol, imo, etc.), emoticons, and typing in ALL CAPS when posting messages to either myself or your peers.
4. If you feel angry or frustrated, **give yourself time before submitting a response**, possibly even overnight.
5. If you aren't sure how something will come across, ask someone else to read it over and give you feedback. Always re-read or preview messages in the discussion board or email before posting or sending them.

IMPORTANT DATES

- **Sept 9:** First day of class- live Zoom session
- **Sept 22:** Deadline to drop class for 100% reduction of tuition fees
- **Sept 25:** Last day to add courses
- **Oct 13:** Last day to drop class for 50% reduction of tuition fees
- **Oct 31:** Last day to drop the course without academic penalty
- **Dec 2:** Last live class
**TENTATIVE SCHEDULE**

Please note these dates are tentative and may change. Any changes will be posted on Brightspace.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings*</th>
<th>Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W Sept 9</td>
<td>Introduction &amp; Course Overview</td>
<td></td>
<td>Review Course Websites</td>
</tr>
<tr>
<td>2</td>
<td>M Sept 14</td>
<td>Abnormal Psychology</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W Sept 16</td>
<td>Theories</td>
<td>Ch. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F Sept 18</td>
<td></td>
<td></td>
<td>Quiz 1 (Ch 1 &amp; 2) due 10 pm</td>
</tr>
<tr>
<td>3</td>
<td>M Sept 21</td>
<td>Classification &amp; Diagnosis <em><strong>asynchronous</strong></em></td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W Sept 23</td>
<td>Classification &amp; Diagnosis</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>M Sept 28</td>
<td>Child Research &amp; Executive Functioning (EF) <em><strong>asynchronous</strong></em></td>
<td>Ch. 3</td>
<td>MindTap Ch 1- 4 due 10 pm</td>
</tr>
<tr>
<td></td>
<td>W Sept 30</td>
<td>Child Research, EF; Research Paper Assignment Introduction</td>
<td>Ch. 3</td>
<td>Quiz 2 (Ch 3, 4 &amp; EF) due 10 pm</td>
</tr>
<tr>
<td></td>
<td>F Oct 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M Oct 5</td>
<td>Attention-Deficit/Hyperactivity Disorder (ADHD) <em><strong>asynchronous</strong></em></td>
<td>Ch. 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W Oct 7</td>
<td>ADHD</td>
<td>Ch. 8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>M Oct 12</td>
<td>Holiday- No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W Oct 14</td>
<td>Autism Spectrum Disorder (ASD)</td>
<td>Ch. 6</td>
<td>Forum 1 Open</td>
</tr>
<tr>
<td>7</td>
<td>M Oct 19</td>
<td>ASD <em><strong>asynchronous</strong></em></td>
<td>Ch. 6</td>
<td>Research Outline Due 10 pm</td>
</tr>
<tr>
<td></td>
<td>W Oct 21</td>
<td>LD &amp; Communication</td>
<td>Ch 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F Oct 23</td>
<td></td>
<td></td>
<td>Quiz 3 (Ch 6-8) due 10 pm</td>
</tr>
<tr>
<td>8</td>
<td>M Oct 26</td>
<td>Conduct &amp; Behavior</td>
<td>Ch 9</td>
<td>Forum 1 due 10 pm</td>
</tr>
<tr>
<td></td>
<td>W Oct 28</td>
<td>Intellectual Disability &amp; Genetics</td>
<td>Ch 5</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>M Nov 2</td>
<td>Chronic Illness &amp; Neuropsychology <em><strong>asynchronous</strong></em></td>
<td>Ch 13</td>
<td>MindTap Ch 5-9 + 13 due 10 pm</td>
</tr>
<tr>
<td></td>
<td>W Nov 4</td>
<td>Neuropsychology &amp; Cognition</td>
<td>TBD</td>
<td>Quiz 4 (Ch 5, 9, 13+) due 10 pm</td>
</tr>
<tr>
<td></td>
<td>F Nov 6</td>
<td></td>
<td></td>
<td>Reminder to be working on your research paper</td>
</tr>
<tr>
<td>10</td>
<td>M Nov 9 &amp; W Nov 11</td>
<td>Reading Week- No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M Nov 16</td>
<td>Anxiety <em><strong>asynchronous</strong></em></td>
<td>Ch 11</td>
<td>Forum 2 Open</td>
</tr>
<tr>
<td></td>
<td>W Nov 18</td>
<td>Anxiety</td>
<td>Ch 11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M Nov 23</td>
<td>Depression <em><strong>asynchronous</strong></em></td>
<td>Ch 10</td>
<td>MindTap Ch 10 &amp; 11 due 10 pm</td>
</tr>
<tr>
<td></td>
<td>W Nov 25</td>
<td>Depression, Research Paper Discussion</td>
<td></td>
<td>Quiz 5 (Ch 10,11) due 10 pm</td>
</tr>
<tr>
<td></td>
<td>F Nov 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>M Nov 30</td>
<td>Trauma</td>
<td>Ch 12</td>
<td>Forum 2 due 10 pm</td>
</tr>
<tr>
<td></td>
<td>W Dec 2</td>
<td>Eating Disorders &amp; Substance Use</td>
<td>Ch 13, 14</td>
<td>Research paper due 10 pm</td>
</tr>
<tr>
<td></td>
<td>F Dec 4</td>
<td></td>
<td></td>
<td>Quiz 6 (Ch 12 - 14) due 10 pm</td>
</tr>
</tbody>
</table>

* Reading and viewing of recorded lectures should be completed prior to class*

*** asynchronous classes do not include live meetings; you complete them on your own time
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 (See UVic Calendar, September 2020)

Refer to the course outline

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 (UVic Calendar September 2020). 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 September 2020. **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.
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
BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. 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/