Congratulations on your acceptance to the Honours Programme and welcome to everyone.

**Instructor:** Dr. Colette Smart (she/her)  
**Email:** csmart@uvic.ca

**Meeting Time & Place:** Mondays & Thursdays, 8:30am – 9:50am  
Zoom (room info will be emailed the day before)

**Office Hours:** Monday afternoons, by appointment

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** Purpose of Honours Seminar **

1. To support and mentor a selected group of highly qualified senior psychology undergraduates as they complete their capstone undergraduate academic experience, namely the Honours research project and thesis write-up.

2. To foster the development of a more general set of professional-interpersonal skills applicable to higher education in psychology and related fields, as well as effective workplace, career and volunteer contributions in diverse environments. These professional-interpersonal skills include:
   a. Critical thinking as it applies to research and the pursuit of knowledge (e.g., logic and reason, idea generation, hypothesis testing, competence in reviewing and weighing scientific findings, mental flexibility, perspective-taking);
   b. Effective written and oral communication;
   c. Effective organization and planning;
   d. Balancing independence of thinking and contributions with responsiveness to the ideas of others, collegiality and team work;
   e. Balancing independence of thinking and contributions with responsiveness to the ideas of others, collegiality and team work;
   f. Commitment to Psychology’s ethical standards in conducting, interpreting, and disseminating knowledge, including sensitivity to human diversity, social responsibility and compassion.

3. To communicate how and why Psychology research and practice matters to a wide range of professional and lay person audiences and that can be used to the benefit of society.

4. To reflect and summarize in a written and presentable format your attainment of all three of the above learning missions, you will be required to assemble an academic-professional portfolio. Your portfolio will be a reflection of your capstone experience in the Psychology Department, and should be ready to support academic, job and/or volunteer applications and interviews.

**Ultimate Deadline:** The final versions of your completed thesis and portfolio must be submitted to me by 4:30pm on Wednesday April 7th, 2021. If we are still doing remote teaching due to COVID-19, then everything will be submitted online. If we have resumed in-person classes, then hard copies of the thesis will be required. More details on this will be available by the second semester (i.e., Jan 2021).
Typically the thesis chapters are drafted and revised several times based on the supervisors’ reviews. Allow plenty of time for your thesis supervisor to review sections of your Honours thesis, such that your final version is polished and your best possible piece of work. Suggested milestones for the Honours thesis are included in the course outline, which should be discussed with your supervisor as soon as possible, in case any modifications are needed. You will be asked to sign off on an agreement of timelines with your supervisor and submit them to me for record-keeping (see dates below).

**STYLE RESOURCES**

Students will require access to *The American Psychological Association Publication Manual* (2020; 7th ed.). This can be purchased online or might be available for reference in your faculty supervisor’s lab. Also, the Purdue Online Writing Lab (OWL) has wonderful student resources for the APA Style Guide, accessible here: [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**Computer Skills:**
The seminar requires regular use of the Web; you will need access to a recent version of a browser and plug-in software for displaying PDF files. Use of PowerPoint (or a similar program) is also required. For most if not all students, work on the thesis will also entail a variety of computer skills. If you need assistance in this regard, please contact Computer User Services.

### REQUIREMENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight out of 100</th>
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<tbody>
<tr>
<td>Supervisor’s Mark on Honours Thesis</td>
<td>60</td>
</tr>
<tr>
<td>Weekly Attendance and Participation in Honours Seminar (inc. online journals)</td>
<td>10</td>
</tr>
<tr>
<td>Thesis Status Report (5 minute oral presentation)</td>
<td>Not scored</td>
</tr>
<tr>
<td>Thesis Status Report (10 minute oral presentation)</td>
<td>Not scored</td>
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<tr>
<td>Power Point Progress Report (15 minute oral presentation with slides)</td>
<td>10</td>
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<tr>
<td>Portfolio (see details below)</td>
<td>10</td>
</tr>
<tr>
<td>Draft Poster Presentation</td>
<td>Not scored</td>
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<tr>
<td>Final Poster Presentation</td>
<td></td>
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<tr>
<td><strong>Total Possible Marks</strong></td>
<td><strong>100</strong></td>
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</table>

You must complete all of the above requirements in order to pass the course. The following grading scale offers a letter grade equivalent to assist you in interpreting your percentage grades in the historical context of the Department of Psychology’s previous marking system which is likely still reflected on your transcripts.

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

a) Students who do not complete the final poster or thesis will receive an N. A grade of A+ is extraordinary in this course; an A means very good performance, and an A- means adequate performance in a difficult course (i.e., an A- is a mark of which one can be proud). Graduation with Honours requires (among other things) a mark of at least A- or 80% in this course; see [http://web.uvic.ca/calendar2015-09/FACS/FoSoS/DoPs/PrRe.html](http://web.uvic.ca/calendar2015-09/FACS/FoSoS/DoPs/PrRe.html)

b) **Final Grades:** Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted. However, if you feel you are struggling with any of the course material during the academic year, please let me know and I will do my best to assist you or point you in the right direction. If you are struggling, it is always best to be proactive!
Thesis (60%)
Your primary objective is to produce a written report of original research that makes a genuine contribution to knowledge, i.e., a thesis. Your supervisor will grade your performance on the thesis, evaluating both the work you have done throughout the year and the final written product. Your supervisor’s grade determines 60% of the final grade for this course. Keep in mind that it is your supervisor who will be in the best position to write a detailed, well-informed letter of recommendation on your behalf to graduate schools or prospective employers. Therefore, it is crucial that you work closely and effectively with your supervisor at the beginning of the year to establish a shared understanding of what they expect, when it is expected, and what criteria will be used in evaluating your work. Some supervisors will spontaneously go over these issues with you in detail, but others will not. I will be providing some guidance about how to break down your project into manageable steps according to the overall timeline of the Honours year. However, It is your responsibility to find out what your supervisor expects and how that meshes with that timeline.

Weekly Attendance and Participation in the Honours Seminar (10%)
This is a seminar in the true sense and aptly defined by Webster’s dictionary as, “a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions.” Exchanging results – and insights, opinions, questions, problems, etc. – with the members of the seminar is a vital part of your responsibilities and privileges as an Honours student. Some students are less comfortable speaking out than others; while this is less of an issue in other classes, as part of the Honours seminar it is vital that you find ways to take a risk and contribute to the class discussion. A lack of participation will not serve you well as you pursue higher education, employment, or other realms of contribution. Each semester, 5% of your grade will be based on participation, as measured by your response to 8 online assignments (worth 0.5% each) plus your discussion of the material from those assignments (1% overall). Assignments are always due on Sundays at 5pm and will be posted on Brightspace; the dates are below.

Thesis Status Report #1: A 5-Minute Oral Presentation – PRACTICE YOUR ELEVATOR SPEECH! (Not scored)
This will be a casual spoken report, given early in the term, about what you are working on and what you have accomplished so far. You do not have to stand up to give this report (although you may, if you prefer). You can use written notes, but you may not simply read a written report aloud. The purposes of this task are to (a) make sure that every student has the opportunity to address the seminar as a whole for several minutes, (b) give me a sense of how things are going on your thesis project, and (c) let all members of the seminar know what topics the others are working on. Students will likely vary widely one from another in terms of the amount and kind of progress they have made at this point. Guidelines for preparing will be posted online.

Thesis Progress Report #2: A 10-Minute Oral Presentation (Not scored)
This will be a longer (10 minutes, plus 2-3 minutes for questions) and more formal presentation, reminding the seminar of your topic and reporting on your progress on it. Once again, students will likely vary widely in terms of the kinds of progress they have made, but I expect that by this stage all will have (at least) made quite specific plans for their research; talking about these specifics should be the focus of the report. At least some use of visual aids (e.g., overheads) is required and preferably Power Points. You may notice here that the Honours Seminar is sequenced to “scaffold” participants in their presentation skills and comfort levels.

Thesis Progress Report #3: A 15-Minute Oral Presentation with Power Point Slides (10%)
This presentation is similar in format to the first and second reports, except that further progress on the thesis work itself should have been made and there is a 15-minute time frame as at least some results should be included. Technical equipment will be made available. You should invite your Honours research co/supervisors, including mentoring graduate students, to this session. Your aim is to give a professional-quality research talk. It is OK to repeat material from the prior talks in terms of bringing your audience “back up to speed” on your topic – just make it the best talk you can.
NOTE: only this final Progress Report is actually scored. The first two talks are meant for you to gain formative feedback to develop your speaking skills in a ‘low-stakes’ environment and will not be scored. This is to help you make the transition from undergraduate grading, which can be overly focused on ‘points’, to graduate grading (and also career performance evaluations), which are less about points and more about overall quality and substance. Same goes for your poster presentations.

Draft Poster Presentation (Not scored)
Students will present draft versions of their posters, receiving feedback. Guidelines for preparing posters and will be available on the course website.

The Academic-Professional Portfolio (submit copies in a single folder by email) (10%)
Your portfolio will include:
   a. A current curriculum vitae
   b. A cover letter (letter of intent) for application for higher education or a job or a major volunteer/charity opportunity you might wish to pursue;
   c. A one-page summary of your Honours thesis written so that most people could understand what you have done and why it matters. This could be written as a proposal for applications for Tri-council Masters Fellowships. [Link](http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp)
   d. The ethics certificate for your project (submitted to the Human Subjects Review board by you or your advisor approving your project)
   e. The Tri-Council ethics certificate
   f. A copy of your final Poster (8x11)

Final Poster (10%)
This is the public grand finale of the seminar and of the thesis project. In years gone by, the Honours seminar would host an in-person poster session (“Making Waves”), attended by faculty, other students, and the general public. As of the time of creating this syllabus, we do not know whether Making Waves will be in person or virtual as we had to do in April ‘20 at the onset of COVID-19. More details on this poster session will be made available by the end of December or January 2021 at the latest.

Academic Concession Absences and late work will be treated as unexcused unless one of the following is documented in writing: personal illness or accident; family affliction; or absence due to official University activity. Those granted a concession would normally be allowed to complete the work late. In the case of unexcused missed work or lateness, a grade of F will be recorded for the missed/late component.

Course Drop Deadlines If you drop PSYC 499 you must also drop 400A and 401 (and you are responsible for dropping these courses).

Commitment to Inclusiveness and Diversity The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, respectful, and safe learning and working environment for all of its community members, and so am I. You are encouraged and welcomed to consider how the various aspects of your identity (“intersectionality”) bring to bear on your work as a psychological researcher, and to bring your reflections to class discussions.

Maximizing Attentiveness in an Online Classroom Spending long periods of time on Zoom is challenging for all of us, so I will be doing my best to set the seminar up in a way that is engaging and supports your attentiveness. However, it is important that you also do your part as well! This means turning off your cellphone and social media/email notifications during class and committing to be as engaged as possible in the seminar, despite the temptations to look on Facebook, Instagram, etc. Please note the importance of this policy and respectful behavior in light of your capstone year and launch into the professional realm!

Plagiarism and Cheating Please read and abide by the Departmental policy on plagiarism and cheating.
Proposed Schedule of Classes The attached outlines indicate a plan for major themes and central topics of discussion for the first and second terms of the Honours seminar. During both terms we will also build in “side line” topics concerning key questions and developments in the field of Psychology. Please check Brightspace as there will be mini-assignments, discussion questions, etc. posted there, supporting your participation throughout the year. Some of these discussions will occur in two smaller groups of six and will be student led, as described in the previous section concerning attendance and participation.

See overleaf for week-to-week scheduling information (tentative)...

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment for Dr. Smart (Sundays at 5pm)</th>
<th>Suggested Milestones with Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs</td>
<td>Sept 10</td>
<td>Seminar Orientation &amp; Goals for the First Semester Assigning “seminar bubbles” Introduction to “Goal Management” and Self-Reg ©</td>
<td>*Submit goal management plan (9/13, asst. 1)</td>
<td>Set up regular meeting times</td>
</tr>
<tr>
<td>Mon</td>
<td>Sept 14</td>
<td>Tell Us About Your Topic - 2-3 minutes each! &lt;&lt;See guidelines on Brightspace&gt;&gt;</td>
<td></td>
<td>Join your advisor’s lab meetings, if applicable; Review “Submission Dates” contract</td>
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</tbody>
</table>
| Thurs | Sept 17| How to Really Read Peer-Reviewed Research in Psychology ©  
<<Complete Library Survey for Jessica Mussell>>
https://uvic.libwizard.com/f/PSYC499-2020-library-survey | Submit “Submission Dates” contract and *Ethics questions (9/20, asst. 2) |                                            |
| Mon   | Sept 21| Examining the ethical issues related to your projects; Psychological research in the era of COVID-19  
<<Review the following websites ahead of class>>
https://www.uvic.ca/research/conduct/home/regapproval/humanethics/index.php and https://www.uvic.ca/userais/ | Discuss Ethics Applications – do you need to do a separate application? |                                            |
| Thurs | Sept 24| Research Ethics in Psychological Research, Guest speaker: Kenna Miskelly, UVic HREB | *Submit personal article review (9/27, asst. 3) |                                            |
| Mon   | Sept 28| Article Review Peer Exchange & Discussion © |                                            |                                            |
| Thurs | Oct  1 | **No Class Meeting: Complete your Tri-Council Core ethics course** (90 – 120 minutes) online at http://www.pre.ethics.gc.ca/eng/education/tutoriel-didacticiel/ | *Online writing assignment (10/4, asst. 4)  
Bring 5 keywords to use in search engines tomorrow |                                            |
| Mon   | Oct  5 | Literature and other Information Searches and Tools  
Guest Speaker: Ms. Jessica Mussell |                                            |                                            |
| Thurs | Oct  8 | Speaking to Your Audience  
Guest Speaker: Dr. Clayton Jevne (Theatre) | **Hand in Tri-Council Core ethics certificate (10/11) |                                            |
| Mon   | Oct 12 | THANKSGIVING – NO CLASS |                                            |                                            |
| Thurs | Oct 15 | How to Hone Your Research Question  
Writing Your Intro and Writing Tips © |                                            |                                            |
<p>| Mon   | Oct 19 | Thesis Reports #1 GROUP A (last names A to Mc) | *Imposter syndrome review (10/25, asst. 5) |                                            |
| Thurs | Oct 22 | Thesis Reports #1 GROUP B (Last names Mi to Z) |                                            |                                            |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Oct 26</td>
<td>Open Science: Why write down hypothesis and plans for analysis?</td>
<td><strong>Guest Speaker: Dr. David Medler ©</strong></td>
</tr>
<tr>
<td>Thurs</td>
<td>Oct 29</td>
<td>Stress, well-being, and self-regulation ©</td>
<td>*Choose 3 grad programs (asst. 6, 11/1)</td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 2</td>
<td>Choosing grad programs; creating a CV and letter of intent for grad school or professional employment ©</td>
<td>Submit 1st draft of Introduction</td>
</tr>
<tr>
<td>Thurs</td>
<td>Nov 5</td>
<td>Applying to Graduate School: Advice from those who have succeeded!</td>
<td></td>
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<tr>
<td>Mon</td>
<td>Nov 9</td>
<td>NO CLASS – READING BREAK</td>
<td></td>
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<tr>
<td>Thurs</td>
<td>Nov 12</td>
<td>Writing your CGS-M Statement ©</td>
<td>Hypotheses fine-tuned</td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 16</td>
<td>Diversity Panel – Challenging ways of knowing and being (speakers TBC)</td>
<td><strong>Submit CV and letter of intent</strong></td>
</tr>
<tr>
<td>Thurs</td>
<td>Nov 19</td>
<td>Extended office hours – grad app/funding app review</td>
<td>*Methods assignment (10/22, asst. 7)</td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 23</td>
<td>Thesis Report #2 GROUP A (last names A to Mc)</td>
<td></td>
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<tr>
<td>Thurs</td>
<td>Nov 26</td>
<td>Thesis Reports #2 GROUP B (last names Mi to Z)</td>
<td>*Peer feedback (10/29, asst. 8)</td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 30</td>
<td>Creating a robust Methods section – guidance from experts ©</td>
<td></td>
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<tr>
<td>Tues</td>
<td>Dec 1</td>
<td>Canada Graduate Fellowships are due</td>
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<tr>
<td>Thurs</td>
<td>Dec 3</td>
<td>All-Class Meeting: review of semester and planning for 2nd semester</td>
<td>Submit 1st draft of Methods &amp; 2nd draft of Intro</td>
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<td>Review Mid-Term Report</td>
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<td>Winter Break</td>
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<td>Revised Outline will Include Students’ Recommendations</td>
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<td></td>
<td></td>
<td>Data collection</td>
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<td></td>
<td></td>
<td>Discuss work for over winter break</td>
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**Notes:**

1. *Note that, because of uncertainties around COVID-19, only the dates/activities for fall semester are included. I will provide an updated spring schedule in December once we have updated information on important activities such as Making Waves, etc.*

2. *All course content and materials are made available by instructors for educational purpose and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations Policy (AC1300).*

3. *Items with a single asterisk (*) are graded as part of your participation grade.*

* *Items with a double asterisk (**) are graded as part of your portfolio.*
UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 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 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: ombuddy@uvic.ca; Web: uvicombudsperson.ca.


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.

**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: [https://www.uvic.ca/mentalhealth/undergraduate/index.php](https://www.uvic.ca/mentalhealth/undergraduate/index.php)

**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](http://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](http://www.uvic.ca/svp)