

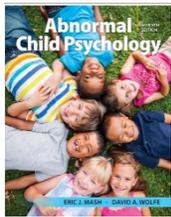
**PSYCHOLOGY 366 (A01): PSYCHOLOGICAL DISORDERS  
OF CHILDHOOD AND ADOLESCENCE**  
University of Victoria  
Fall 2022; September 7, 2022 to December 5, 2022  
Tuesdays, Wednesdays, and Fridays 9:30am-10:20am  
David Turpin Building A104

*We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

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**Instructor:** Dr. Megan E. Ames  
Office: Cornett A192  
Phone: 250-721-8771  
Email: [mames@uvic.ca](mailto:mames@uvic.ca) (preferred)  
Office hours: By appointment

**Teaching Assistant:** Kendall Fraser  
Office Hours: By appointment  
Email: [kkfraser@uvic.ca](mailto:kkfraser@uvic.ca)



**Textbook (required):** Mash, E. J., & Wolfe, D. A. (2019). *Abnormal child psychology* (7th ed.). Cengage.

\*Any additional readings will be available as electronic files through the UVic Library (i.e., e-journals, e-books) and posted to Brightspace. Students are expected to complete assigned readings *before* class in order to participate in class discussions.

**Optional:** Course Link URL: [https://www.cengage.com/coursepages/UVIC\\_PSYC1](https://www.cengage.com/coursepages/UVIC_PSYC1)  
Course Key: MTPP-VB8Z-JTHJ  
Student MindTap Registration Video - <https://www.youtube.com/watch?v=YYD9b0ae3W0>  
Student MindTap Navigation Video - <https://screencast-o-matic.com/watch/cYIDFH8TVU>

**Course Website:** A course website at <https://bright.uvic.ca/d2l/home/222917> will be used for posting the course outline, slides used during lectures, assignments, and grades, etc.

**Course Description:** This course is designed to introduce you to current research and theory in clinical child psychology and developmental psychopathology. Across a range of disorders, we will discuss multiple theoretical perspectives on the description, etiology, treatment, and prevention of psychological problems in childhood and adolescence. The topics we will cover include neurodevelopmental disorders, behavioural disorders, depressive and anxiety disorders, eating disorders, and child maltreatment. Emphasis is placed on the importance of considering children's behavioural and emotional adjustment within the child's larger environment and sociocultural circumstances. We will attend to how various identities (e.g., gender, race-ethnicity, ability, social class, sexual orientation, nativity, etc.) shape the experience, expression, and response to various mental health challenges. We will use a developmental perspective to understand the factors that place children at increased risk for disorder, the impact of risk factors, and the factors that protect children in stressful circumstances. We will also take a critical lens on the field to understand the limits of what we currently know. Topics will be considered from a scientist-practitioner perspective (e.g., attention to evidence base) and a social justice perspective (e.g., attention to power dynamics and structural inequities that differentially affect individuals with marginalized identities).

**Learning Objectives:** By the end of this course, you should be able to:

- Identify the symptoms of major categories of psychopathology in childhood and adolescence and their typical developmental course
- Describe prominent biological, psychological, and sociocultural risk factors for mental health difficulties in childhood and adolescence and how they interact with one another
- Discuss the role of factors such as gender, culture, and typical development in framing issues in developmental psychopathology
- Identify issues relevant to diversity and social justice in the context of child and adolescent mental health
- Understand the strengths and weakness of current systems of classifying mental health challenges
- Think critically about what the science has to say about core issues in child mental health (and what gaps exist)
- Evaluate information about children's mental health for accuracy and/or bias and advocate for empathic and non-stigmatizing representations of children's mental health

**Prerequisites:** The pre-requisites for this course are PSYC 260 and PSYC 201. 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) at some later date if such courses are required for the degree program. Given the demand for this course, students who do not attend the first two classes (and do not provide notification to the instructor if valid circumstances prevent attendance) will likely be dropped from class registration. Students are responsible for checking their registration status before the end of the add/drop periods.

**Learning Format:** This course will be offered in-person. You are expected to read the textbook prior to class. Lectures address some of the core textbook content, but will also expand beyond the material in the textbook. We will also use class time for questions and group discussions. If you are not feeling well, you are encouraged to stay home. I will make all slides available on our Brightspace page. Classes will be recorded to allow students who are not able to attend due to illness to watch later. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. I plan to record lectures, but not course discussions/activities. Therefore, accessing the course online will not be a substitute for attending in-person, but the recordings will help you keep up-to-date if you need to miss a class due to illness.

**Grading:** This course requires attendance, preparation for, and active participation in class. Final grades will be calculated based on the following specific elements:

<b>Evaluation</b>	<b>Date</b>	<b>% of Grade</b>
In-class group discussions/reflections	Multiple (see below schedule)	10%
Exam 1*	October 7	25%
Exam 2*	October 28	25%
Broadening the Lens Paper*	December 6 by 10:00pm	15%
Final Exam*	TBA (in the exam period)	25%

\*Core course assessment requirement (see below).

As per university policy, your final grade in the course will be based on your total percent score. 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:

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

\*Students who have completed the exams and the broadening the lens paper will be considered to have completed the course. Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and

factors into GPA as a value of 0. In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

**In-class group discussions and case studies (2% each; 10%):** You will get more out of the class if you have completed the readings prior to lectures and come to class prepared to actively participate in discussions. In order to help facilitate active engagement with the course material in our large class, we will regularly break into small groups. These small groups will be an opportunity to share relevant insights, knowledge, or experiences with each other during class. To structure these discussions, I will present the class with thought-provoking questions, case studies, or other activities designed to help you integrate and apply the concepts and theories discussed in class and in the textbook. Each student will submit their own reflection via Brightspace based on their group's discussion by the following Monday at 4:00pm.

These reflections should be brief (no more than one double-spaced page). They will be marked as:

2 = submitted on time and includes student's reflections which build off of assigned material

1 = submitted on time and includes a summary of assigned material without students' own critical reflection

0 = submitted late or not at all; or content does not reflect the material assigned for discussion

**Broadening the lens paper (15%):** The profession of psychology is grounded predominantly in Euro-centric assumptions and ways of knowing. Theories and perspective on health, illness, and intervention are generally oriented towards people whose identities match the dominant culture (e.g., white, cisgendered, heterosexual, native-born, etc.). This assignment encourages you to think about a course topic from a critical lens. You will select a topic that we are learning about this term (e.g., Autism, ADHD, etc.), and locate an empirical or theoretical article that addresses the topic from a diversity or social justice perspective. This could take many forms, such as an examination of distinct risk factors in certain communities (e.g., LGBTQIA2S+ youth; Black youth) for a mental health condition, ways in which policies or practices create barriers to receiving care for a mental health condition in certain communities, or ways in which current approaches to assessment or treatment might be a poor match in certain communities. Other critical perspectives are also welcome. You can run your idea by me if you are unsure. This paper will consist of a statement of the problem (e.g., a summary of how or why current knowledge/practice do not meet the needs of a particular community, and why this is problematic) and your perspective (e.g., ways to improve the status quo). Your paper should be no more than three double-spaced pages. More information will be given in class.

**Exams (25% each, respectively; 75%):** Three non-cumulative exams will be given that cover both the readings and the lectures/class discussions. Exams will include multiple choice and short answer questions. The third exam will be given during the final exam period. Please note that the date and time of the final is set by UVic administration and is not under my control. Therefore, do not make travel plans until after the final exam schedule has been announced by the university. No accommodations will be made for those wanting to leave Victoria prior to the end of the final exam period.

***Missed Exams and Assignments.*** It is your responsibility to attend class and exams as scheduled. Students who miss an in-class exam or assignment will receive a mark of zero unless they have a case of documented illness or a family emergency. If you miss an exam due to illness, accident, or family affliction, you should notify me by email as soon as possible. If you are too ill to take an exam, please do not! I will not be able to drop your exam mark after the fact. Make-up exams for Exams 1 and 2 will be offered within two weeks of the originally scheduled exam. If you are unable to take the exam in that time frame, the other two exams will be weighted more heavily in calculating your final mark for this course. If you miss the final exam due to illness, accident, or family affliction, contact me as soon as possible. For the 2022 Fall term, students are not required to provide medical documentation to support their request for academic concession, I will determine how to deal with the situation (for example, a deferred exam, or weighting the previous two exams more heavily).

**Research Participation:** Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. One hour of participation

earns students 1 SONA credit. Credits are given in .5 increments, with 1 credit required for a 1% increase in the student's final grade. Thus, two hours of participation would earn the full 2% extra credit. For details on participating in research studies, go to the Department of Psychology web site ([web.uvic.ca/psyc](http://web.uvic.ca/psyc)), click on the Research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact me to arrange for an alternative written assignment.

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be 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 of ways to improve the effectiveness of the course for you personally or for other students or student groups. Please review UVic's **Student Code of Conduct:**  
<https://www.uvic.ca/services/advising/assets/docs/tri-fac-student-code-of-conduct.pdf>

**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/](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/).
- *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/)
- The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Students are expected to familiarize themselves with the Important Course Policy Information (attached).

### TENTATIVE SCHEDULE OF TOPICS AND DUE DATES

Any changes to this schedule will be announced in-class and on Brightspace. Please regularly check the course website for updates and announcements.

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Chapter</b>
1	Wed Sept 7 Fri Sept 9	Introduction to the Course Organizing Frameworks	1
2	Tues Sept 13 Wed Sept 14 Fri Sept 16	Theoretical Models of Psychopathology	2
3	Tues Sept 20 Wed Sept 21 Fri Sept 23	Culture and Diagnosis	4
4	Tues Sept 27 Wed Sept 28 Fri Sept 30	In-class discussion assignment #1* Trauma and Stress-Related Disorders <i>National Day for Truth and Reconciliation (no class)</i>	12
5	Tues Oct 4 Wed Oct 5 Fri Oct 7	Review <b>Exam 1 (25%)</b>	
6	Tues Oct 11 Wed Oct 12 Fri Oct 14	Autism Conduct Problems (Guest Lecture)	6 9
7	Tues Oct 18 Wed Oct 19 Fri Oct 21	In-class discussion assignment #2* Attention-Deficit/Hyperactivity Disorder	8
8	Tues Oct 25 Wed Oct 26 Fri Oct 28	Review <b>Exam 2 (25%)</b>	
9	Tues Nov 1 Wed Nov 2 Fri Nov 4	Anxiety and Obsessive-Compulsive Disorders	11
10	Tues Nov 8 Wed Nov 9 Fri Nov 11	In-class discussion assignment #3* Depressive and Bipolar Disorders <i>Reading Break (no class)</i> <i>Reading Break (no class)</i>	10
11	Tues Nov 15 Wed Nov 16 Fri Nov 18	In-class discussion assignment #4*	
12	Tues Nov 22 Wed Nov 23 Fri Nov 25	Eating Disorders	14
13	Tues Nov 29 Wed Nov 30 Fri Dec 1	In-class discussion assignment #5* Substance Use-Disorders	13
14	Tues Dec 6  Dec 7-21	Prevention and Intervention Course Wrap-Up and Review <b>Broadening the Lens Paper DUE (15%)</b> <b>Exam 3 (25%)</b> (Scheduled by UVic)	

\*In-class discussion/reflection assignments (1-page; see above) are due the following Monday by 4:00pm via Brightspace.

## 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](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Winter Session 2022

### **Accessible Learning**

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

### **Attendance and Absences**

**Attendance is important.** Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

### **Children and Pets**

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

### **Class Recording and Auto-Captioning Statement**

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

### **Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online**

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. 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 \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

## Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

## Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

## Ombudsperson and Academic Concerns

From the course calendar...

*Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.*

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

## 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 2022.

**The definitive source** for information on Academic Integrity is the University Calendar

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

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on **Avoiding Plagiarism**

## 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](#).

## 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.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

## Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **What to do if you miss the final exam scheduled during the formal exam period**  
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.
- **What to do if you miss an exam other than one scheduled during the formal exam period**  
Do not apply at Records Services for a “Request for Academic Concession”. Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam. Medical documentation is not required.
- **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. 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 if the missing work has been deemed required. Note, only required course components may be deferred.

## Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

## Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

## This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

## University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

### Academic Important Dates

#### Winter session - first term (September – December)

Wednesday, Sept 7 <sup>th</sup>	First term classes begin for all faculties
Monday, Sept 19 <sup>th</sup>	Day of Mourning - Queen Elizabeth II (No Classes)
Tuesday, Sept 20 <sup>th</sup>	Last day for 100% reduction of tuition fees for standard first term and full year courses 50% of tuition fees will be assessed for courses dropped after this date.
Friday, Sept 23 <sup>rd</sup>	Last day for adding courses that begin in the first term
Friday, Sept 30 <sup>th</sup>	National Day for Truth and Reconciliation (No Classes)
Monday, Oct 10 <sup>th</sup>	Thanksgiving Day (No Classes)
Tuesday, Oct 11 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Monday, Oct 31 <sup>st</sup>	Last day for withdrawing from first term courses without penalty of failure
Nov 9 <sup>th</sup> - Nov 11 <sup>th</sup>	Reading Break for all faculties
Tuesday, Dec 6 <sup>th</sup>	National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm
Tuesday, Dec 6 <sup>th</sup>	(Friday course schedule) Last day of classes in first term for all faculties
Dec 8 <sup>th</sup> - Dec 21 <sup>st</sup>	First-term formal examination period

#### Winter session - second term (January – April)

Monday, Jan 9 <sup>th</sup>	Second term classes begin for all faculties
Sunday, Jan 22 <sup>nd</sup>	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 <sup>th</sup>	Last day for adding courses that begin in the second term
Sunday, Feb 12 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 <sup>th</sup> - Feb 24 <sup>th</sup>	Reading Break for all faculties
Tuesday, Feb 28 <sup>th</sup>	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 <sup>th</sup>	Last day of classes in second term for all faculties
Apr 11 <sup>th</sup> - Apr 26 <sup>th</sup>	Second-term formal examination period

# 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/](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/)