UNIVERSITY OF VICTORIA
DEPARTMENT OF PSYCHOLOGY

PSYC 435e/563 (A01)
Adult Development and Aging
Fall 2022

Time: Thursdays 11:30-14:20
Room: Human and Social Development Building, Room A270
Instructor: Stuart MacDonald, PhD
Office: Cornett A261
Office Hours: Flexible; by appointment
Phone: (250) 472-5297
E-mail: smacd@uvic.ca

**COURSE DESCRIPTION**

This combined undergraduate/graduate seminar is designed to review theory and research on psychological processes during adulthood and aging. Specific topics include memory, intelligence, personality, coping and adjustment, and wisdom. Attention is also given to the biological, socio-cultural, and historical contexts of these developments.

**COURSE PREREQUISITES**

Prerequisites for PSYC 435e include PSYC 300A/B, PSYC 339, and PSYC 335 (or PSYC 336).

There are no official prerequisites for PSYC 563. However, class participation and successful completion of the course assignments presupposes some knowledge of lifespan developmental psychology. If you have no previous experience in this field, please contact me to discuss your background. I would be happy to provide suggestions for supplementary reading material that will prepare you for concepts and topics that we will discuss in class.

**COURSE FORMAT AND LEARNING GOALS**

The class is structured as an advanced honours/graduate seminar; the format presupposes that you have read the relevant material prior to attending class. This seminar on adult development and aging is specifically designed to promote learning through dialogue and sharing of ideas. During each meeting, we will hold in-depth discussions of issues (e.g., definitions of constructs, methodological approaches and problems, theoretical strengths and weaknesses) with the goal of forming conclusions about a given week’s topic, rather than on the presentation of information to be recalled at a later date. Given the emphasis on interactive learning, the success of the course is predicated upon our lively exchanges. I invite each of you to participate in group discussions to your fullest extent -- your perspective is important to the collective learning experience! As detailed in the evaluation section of the syllabus, opportunities will be provided to further enhance both your written and spoken skills.

Upon completion of the course, my goal is for you to achieve the following learning outcomes:
1. to better understand the major characteristics and changes relevant to psychological functioning during adulthood and aging and to be able to communicate this knowledge to professionals and members of the community

2. to be able to apply “critical thought” (i.e., evaluate an issue from different perspectives, identify limitations or confounding factors) to topics related to development during adulthood and aging, and to work as a group to evaluate ideas.

3. to enhance your communication skills (e.g., sharing ideas with others, explaining psychological concepts, critical thinking, presentation skills) and confidence when speaking among your peers

4. to further develop your scientific writing (e.g., synthesizing ideas from numerous articles), and in particular your ability to (a) write a critical review of a key topic on development during adulthood and aging and (b) form your own conclusions about select topics in the literature (as opposed to summarizing views of others)

**ACADEMIC EXPECTATIONS**

As noted, your contributions to class discussions are required to achieve the learning outcomes. Thus, I expect you to attend class. Should circumstances prevent your attendance, please inform me. If you are unable to submit a written assignment on the specified date due to illness, accident, or family affliction, you should inform me as soon as possible, preferably in advance. Under normal circumstances, I will arrange for a brief extension of the deadline. If you are unable to complete the required course work within the term, you should apply to the Associate Dean, Undergraduate Studies (PSYC 435e) or the Dean of Graduate Studies (PSYC 563) for permission to receive a grade of INC (Incomplete). I would also appreciate it if you would inform me in advance (if possible) of your situation. If an INC is granted, I will arrange an extension of the assignment deadline consistent with the deferral agreement.

You are expected to abide by the University’s policy on plagiarism and cheating (see pp. 14-16 of this syllabus).

**COURSE REGISTRATION**

You are personally responsible for checking your registration status before the end of the course-add period (Friday, September 23, 2022). Please verify and confirm your registration status with me as, according to University policy, I am unable to facilitate a course addition after this date even if you have been attending class. If you are on the waitlist, you will be expected to attend the first class and to express your formal interest in registering. The waitlist order will be modified pending your attendance in the first class and subsequent meeting with me (i.e., registration preference will be afforded to students who attend the first class). Also note that Monday, October 31, 2022 is the last day for officially withdrawing from PSYC 435e/563 without academic penalty. University policy states that failing to attend lectures does not constitute official withdrawal.

**EVALUATION**

Evaluation of your progress toward the course objectives will be based upon several graded requirements including your: (a) class participation, (b) weekly email and/or forum questions, (c) performance as seminar
facilitator (435e) or leader (563), (d) review paper outline, and (e) written review paper. The expectations and rationale for each are briefly outlined below.

Class Participation and Weekly Email Questions
Reading and reflecting upon assigned articles prior to class is essential; I ask that each of you come to class prepared for a critical discussion of each week’s topic. Observations from the readings, questions about the readings, and related personal observations are all relevant. To facilitate weekly group discussions, I also ask that each of you circulate several (2–3) interesting questions by email to each class member 48 hours prior to class (I will compile a list of email addresses and circulate them shortly after the first class). Rather than rote repetition of the content that you read, the questions should instead address theoretical, methodological, or applied issues. I am excited about learning each of your personal observations, comments, and questions on the weekly readings. In evaluating your class participation, I will consider attendance, the level of participation (e.g., poses and answers questions, builds on others’ views, shows creativity), and regular circulation of email questions prior to class. Please note that submitting your questions 2 days in advance is not intended as a burden, but rather a courtesy to facilitate seminar leader planning (see below) for that week.

Seminar Facilitator/Leader
You will be asked to serve in the role of seminar facilitator (435e) or leader (563) for one of the weekly sessions. During the first class, a sign-up list will be circulated for you to choose your topic and presentation date.

As seminar leader (563), you will be expected to:
1. lead the entire 3-hour seminar for the weekly topic/theme that you have selected. Your oral presentation may focus on: (a) identifying key issues related to the topic of the class, (b) summarizing some of the major conclusions that have been drawn to date in this area of investigation, and (c) proposing questions/controversies that remain to be addressed both in research and as a focus for our discussion. It is expected that you will consult literature beyond the assigned readings in developing this presentation. Please note that the oral presentation need not be continuous (e.g., feel free to integrate summary and discussion, as well as the assistance of your PSYC 435e seminar facilitator (see section below)).
2. to use questions as well as your own critical insights to facilitate group discussion of the issues identified in your oral presentation.
3. to employ strategies that ensure lively group discussion and debate. This may involve application of a number of strategies such as asking the group to respond to one or more of the submitted questions, asking the group to generate a list of items, splitting the group into sub-groups to argue opposing theoretical positions, or dividing the group into several small groups with instructions to generate positions or questions and report back.
4. to guide and moderate the discussion as required. The goal is to provide guidance to the group so that major points are covered and the discussion does not become too tangential.

As seminar facilitator (435e), you will be expected to:
1. make a brief (e.g., 25-30 minute) oral presentation that overviews some aspect (e.g., summarizing key findings or theories, identifying controversies) of the weekly topic/theme that you have selected. You should plan to coordinate closely with the assigned seminar leader (563), or co-presenting seminar facilitators (435e), for your week. Please note that your presentation may take many forms (e.g., a conference-style presentation, a facilitated debate or small group discussion, etc.) – feel free to present the information in any way that will effectively support learning.
2. together with the seminar leader, contribute to facilitating many of the same learning outcomes listed above (for the seminar leader).
This assignment is intended to promote your spoken communication skills. Seminar facilitator/leader evaluation will be based on the ability to synthesize and present key information as well as your ability to effectively guide group discussion.

Outline for Review Paper
The first written assignment is a brief (2-3 page) outline of the assigned review paper (see below). The purpose of this assignment is twofold: (a) to have you choose one of the topics from the course on which to base your final review paper, and (b) to facilitate early progress on writing the review paper to reduce demands on your time during the busy end-of-term period. This assignment is intended to emulate the planning and reflection required to produce effective scientific writing. Performance will be evaluated on (a) your ability to identify key issues and controversies for the topic, (b) the relevance of scientific and review articles that you intend to cite (choose 5-6 citations and reference using APA format), and (c) your own novel identification of strengths/weaknesses of the literature in this area.

The outline for the review paper is due on THURSDAY, OCTOBER 27, 2022.

Review Paper
For the primary writing assignment, I am asking you to write an analytic review of a theory or body of research from the list of course syllabus topics. The review of your chosen topic should include an organized overview of theoretical issues and controversies, a synthesis of empirical findings, and a synopsis for future research in the area. Your focus will be to synthesize and critique a body of research, as opposed to merely summarizing what has been said by others. By way of example, the format of the review can be structured according to the style adopted in various publications (e.g., Psychological Bulletin, Developmental Review) and edited volumes (e.g., The Handbook of Cognitive Aging). Your review will require a detailed search of the literature on your chosen topic. The review must be typed with citations referenced using APA style. The length of the review should be around 17-20 double-spaced pages, excluding references, figures, and tables.

I am aware that some individuals would prefer to write a final exam because the amount of time spent is in some sense finite relative to the time that a review paper requires. Please do not attempt to provide the most comprehensive review imaginable! Instead, evaluation will be based on your: (a) ability to review and synthesize the most pertinent information, (b) capacity for critical thinking and making novel arguments, and (c) writing style.

Your review paper is due on FRIDAY, DECEMBER 2, 2022. You will be awarded additional credit if you hand in your review by this date.

Grading
I have purposely employed several forms of evaluation in recognition that each of you have individual learning styles. Your grade for the course will be based on both written and spoken contributions, providing you the best opportunity to demonstrate your many abilities. Further, to minimize anxiety associated with individual projects that count toward a large percentage of your grade, I have specifically chosen to parse evaluation into smaller components. Your workload should not increase, but rather be more evenly dispersed across the term.

1. Class discussion = 15%
2. Weekly email questions = 5%
3. Seminar facilitator/leader = 30%
4. Outline for review paper = 10%
5. Review paper = 40%
Graded course requirements will be weighted and aggregated to yield a percentage score. The final letter grade in the course will be based on total percent score rounded up at values of .5 or greater (e.g., 89.5 will be rounded up to 90, but 89.4 will not). Final grades will be assigned according to the following scale: 90-100% = A+; 85-89 = A; 80-84 = A-; 77-79 = B+; 73-76 = B; 70-72 = B-; 65-69 = C+; 60-64 = C; 50-59 = D; 0-49 = F.

### WEEKLY TOPICS AND ASSIGNED READINGS

There is no required textbook for this class. In lieu, I carefully selected seminal review and original research articles that outline a given week’s theme (e.g., background concepts, existing controversies) and that set the stage for group discussions and seminar presentations. Where possible, I have selected articles with opposing viewpoints.

**Overview of Dates and Topics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 September</td>
<td>Introduction to the Course: A Life Span Perspective</td>
</tr>
<tr>
<td>15 September</td>
<td>Positive Aging and Adaptation</td>
</tr>
<tr>
<td>22 September</td>
<td>Aging in Context</td>
</tr>
<tr>
<td>29 September</td>
<td>Brain and Processing Resources</td>
</tr>
<tr>
<td>6 October</td>
<td>Attention, Memory, and Language</td>
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<tr>
<td>13 October</td>
<td>Intelligence and Knowledge</td>
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<tr>
<td>20 October</td>
<td>Subjective Cognitive Decline, Dementia, and Alzheimer’s Disease</td>
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<tr>
<td>27 October</td>
<td>Personality</td>
</tr>
<tr>
<td>03 November</td>
<td>Emotional Regulation and Perceived Control</td>
</tr>
<tr>
<td>10 November</td>
<td><strong>No Class (Reading Break)</strong></td>
</tr>
<tr>
<td>17 November</td>
<td>Identity and Self Concept</td>
</tr>
<tr>
<td>24 November</td>
<td>Stress and Coping</td>
</tr>
<tr>
<td>01 December</td>
<td>Moral Reasoning and Wisdom</td>
</tr>
<tr>
<td>02 December</td>
<td><strong>Final Paper Due</strong></td>
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</tbody>
</table>

**Readings**
The required readings will consist of selected chapters and articles. Many of these articles are available online through the UVic library website or PsycINFO.

**Reading Assignments**
The required readings for each class are identified by an asterisk (*). Additional readings relevant to the topic are also listed. These are included as potential entry point references to assist you in preparing for your role as seminar facilitator/leader, or as resources for the written assignments.

**Weekly Themes and Reading List**

**SEPTEMBER 8**
Introduction to the Course: A Lifespan Perspective
Course focus, syllabus and requirements


SEPTEMBER 15
Positive Aging


SEPTEMBER 22
Aging in Context


SEPTEMBER 29
Brain and Processing Resources


**OCTOBER 6**

**Attention, Memory, and Language**


**OCTOBER 13**

**Intelligence and Knowledge**


**OCTOBER 20**

**Subjective Cognitive Decline, Dementia, and Alzheimer’s Disease**

Subjective Cognitive Decline

Mild Cognitive Impairment: Diagnostic Precursor to AD or Diverse Entity?


Predictors of Dementia Risk


Risk Reduction of Dementia and Alzheimer’s Disease

Is There Any Benefit to Studying Cognitive Decline Post-Dementia Onset?

**Please note that your review paper outline is due on Thursday October 27.**

OCTOBER 27

Personality


**NOVEMBER 3**

**Emotional Regulation and Perceived Control**


**NOVEMBER 10**  
No Scheduled Classes — Reading Break

**NOVEMBER 17**  
Identity and Self Concept


**NOVEMBER 24**

**Stress and Coping**


**DECEMBER 1**

**Moral Reasoning and Wisdom**


**Please note that this is our final class (Tuesday, December 6th, 2022 is the last day of classes for Fall term).**

**DECEMBER 2**

Final review paper is due (40%).

**The above schedule, course policies, and assignments are subject to change**
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

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
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. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>90-100</td>
<td>85-89</td>
<td>80-84</td>
<td>77-79</td>
<td>73-76</td>
<td>70-72</td>
<td>65-69</td>
<td>60-64</td>
<td>51-59</td>
<td>&lt; 50</td>
</tr>
<tr>
<td>GP Value</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

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/.

1 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/](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; Web: uvicombudsperson.ca.
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!

Academic Important Dates

Winter session - first term (September – December)

Wednesday, Sept 7th  First term classes begin for all faculties
Monday, Sept 19th  Day of Mourning - Queen Elizabeth II (No Classes)
Tuesday, Sept 20th  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 23rd  Last day for adding courses that begin in the first term
Friday, Sept 30th  National Day for Truth and Reconciliation (No Classes)
Monday, Oct 10th  Thanksgiving Day (No Classes)
Tuesday, Oct 11th  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 31st  Last day for withdrawing from first term courses without penalty of failure
Nov 9th - Nov 11th Reading Break for all faculties
Tuesday, Dec 6th  National Day of Remembrance and Action on Violence Against Women
                  Classes and exams cancelled from 11:30 am - 12:30 pm
Tuesday, Dec 6th  (Friday course schedule) Last day of classes in first term for all faculties
Dec 8th - Dec 21st First-term formal examination period

Winter session - second term (January – April)

Monday, Jan 9th  Second term classes begin for all faculties
Sunday, Jan 22nd 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 25th Last day for adding courses that begin in the second term
Sunday, Feb 12th  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 20th - Feb 24th Reading Break for all faculties
Tuesday, Feb 28th  Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6th  Last day of classes in second term for all faculties
Apr 11th - Apr 26th Second-term formal examination period
Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp
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/