Psychology 300A (A02) – Statistical Methods in Psychology
Winter 2019-2020 (Sept-Dec)
Mon & Thurs 1-2:20pm
Cornett Building B112

Instructor: Dr. Louise Chim
Office: Cornett A265
Phone: (250) 472-4490
E-mail: chim@uvic.ca
Office hours: TBD and by appointment

Teaching Assistant: Clea Sturgess
Office: TBA
E-mail: cleastur@uvic.ca
Office hours: TBD and by appointment

WHAT IS THIS COURSE ABOUT?
We designed this course to provide a conceptual and practical understanding of descriptive
and inferential statistics as applied to psychological research. We will meet two times a
week and our meetings will include a combination of lecture, in-class activities, and group
workshops.

The goal of this course is for you to become an intelligent and critical consumer of
statistical claims. By the end of the course, you should be able to
- explain the logic and theory underlying each analysis and implement the
  computational procedures
- apply the appropriate statistic for testing a hypothesis given a particular research
design and data
- describe strengths and weaknesses of a given research study
- correctly interpret and communicate the results of an analysis

Before you take this course you need to have completed
- PSYC 201 and the academic writing requirement (AWR)
- Highly recommended: Math 12 (Pre-Calculus), UVIC MATH 120 or UVIC MATH 151

If there is a waitlist for this course, we will take attendance during the first two classes and if
you are registered for the class but did not attend one of the first two classes, you may be
dropped from the class. We will give priority to waitlisted students who meet all the pre-
requisites and have attended the first two classes. Be sure to check your registration status
before the add deadline of Sept 20 because we won’t be able to add you to the course after
that date.
MATERIALS: WHAT WILL YOU NEED FOR THIS COURSE?

Optional Text
- Based on the feedback of previous students, this text is optional.
- Previous editions (7th, 8th) can also be used in this course.

Required Technology
- A simple calculator that has at least one memory and a square root key (no graphing calculators will be allowed). You will use a calculator during exams and you should also bring it to class to participate in-class activities and workshop sessions.
- An iClicker Personal Response System. The iClicker can be purchased at the bookstore new or used. Both the first and second-generation iClickers can be used. In order to receive participation points, you must register your iClicker online at http://www.uvic.ca/iclickerreg. See page 5 for more information.

Computer software program for statistical analysis
- Some homework and workshops require the use of computers. We will use SPSS as the software program for statistical analysis. SPSS can be used with either a MAC or a PC. Work stations are available in the Computer labs in the B&E Building (basement), in Clearihue A105 and in the Human and Social Development building (basement).

GENERAL FORMAT

Course material will be presented in 4 sections through text readings, lectures, handouts, class activities, workshop sessions, graded pre-workshop quizzes, ungraded homework assignments and ungraded quizzes. At the start of each new section, a Class Prep outline is uploaded to CourseSpaces that details the related text readings for each day and the material you are expected to review prior to class lectures and workshop sessions. Answer keys for workshops and homework will be available through CourseSpaces.

In this course we will cover visual & numerical description of univariate and bivariate data, including correlation and regression; probability theory as it relates to inferential analysis; hypothesis testing; application of z-test and t-tests to single sample and related-sample designs; communication of statistical findings.

WHAT WE EXPECT FROM YOU

Attend class regularly. Attending class regularly will help to increase your understanding of the material by providing you with opportunities to engage with and discuss the material.
Prepare for workshops. To facilitate discussion and allow you to clarify any questions you may have about the material, you should come prepared for in-class workshops. Please go over your notes and complete the graded pre-workshop quizzes, practice quizzes and practice homework before workshop days.

Check the CourseSpaces website often. All of the course materials, including class notes, will be available through CourseSpaces (http://coursespaces.uvic.ca). CourseSpaces will be your guide on what needs to get done each week. You can sign into CourseSpaces using your NetLink ID.

Conduct yourself appropriately. You should listen to and interact with others in a respectful manner. We are all very diverse and have different values, beliefs, and opinions. Please maintain an open mind to these differences. You may argue with others who hold opinions different from your own, but you must remain respectful at all times. Respect also includes creating an environment conducive to learning, which means being on time, not leaving class early, turning off cell phones, listening, and only using computers to take notes and not to check e-mail or surf the web.

Provide constructive feedback. We are always looking for ways to improve the course to facilitate learning. You are highly encouraged to provide constructive feedback about your experiences in the course. Please see us in office hours to discuss your concerns or suggestions.

Let us know if there are any special circumstances. We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please contact the Centre for Accessible Learning (http://www.uvic.ca/services/cal/) and let us know at once.

WHAT YOU CAN EXPECT FROM US

We are available to help. We are available to help via e-mail and office hours. For e-mail, please include “Psyc 300A” at the beginning of your subject headline and then followed by the subject of your e-mail. Before you compose your e-mail, check the course syllabus, notes, with your classmates, and on CourseSpaces for the answer to your question. Please also be patient as I will be teaching ~700 students this term and will try to respond to e-mails in a timely manner (within 48 hours during business hours and excluding weekends).

Please attend office hours for your more detailed or complicated questions. We will be available during office hours to discuss your grades, understanding of the material, or discuss more general topics about psychology and statistics.

We will upload class notes on CourseSpaces. A skeleton of the notes will be posted on CourseSpaces before class and full notes will be posted on CourseSpaces after class.
We will give and receive feedback. We will post answers to homework assignments on CourseSpaces and be available in office hours to give feedback on assignments and exams. We are also open to receiving constructive feedback about your experiences with the course.

HOW WILL WE EVALUATE YOUR PROGRESS?

Final grades will be based on the following criteria

<table>
<thead>
<tr>
<th>Percent of grade</th>
<th>Evaluation tool</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>Workshop Sessions</td>
<td>Sep 19, 26, Oct 17, Nov 4, 21, 28, Dec 2.</td>
</tr>
<tr>
<td>6%</td>
<td>Pre-workshop Quizzes</td>
<td>Sep 18, Oct 16, Nov 3, Nov 20, Dec 1</td>
</tr>
<tr>
<td>3%</td>
<td>Clicker Participation</td>
<td>See class outline</td>
</tr>
<tr>
<td>20%</td>
<td>Exam #1 (covers topics 1-4)</td>
<td>Mon Sep 23</td>
</tr>
<tr>
<td>20%</td>
<td>Exam #2 (covers topics 5 &amp; 6)</td>
<td>Mon Oct 21</td>
</tr>
<tr>
<td>20%</td>
<td>Exam #3 (covers topics 7-9)</td>
<td>Thu Nov 7</td>
</tr>
<tr>
<td>25%</td>
<td>Final Exam (cumulative)</td>
<td>TBA (Dec 7-21)</td>
</tr>
</tbody>
</table>

Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<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>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
</tr>
</tbody>
</table>

In-class Workshop Sessions (6%)

There will be 7 workshop sessions where we will work through problems in learning teams (4 team members). These sessions are loosely based on a method originating in university chemistry classes in 1994 called Process-Oriented Guided-Inquiry Learning (POGIL; see: https://pogil.org/ for more information). While lectures and reading course material can provide you with the information on statistics, in order to actually develop the skills necessary to succeed in the classroom and outside of the classroom you need work at it by doing homework and workshops. Not only do students working in groups learn, understand, and remember more but they also acquire skills essential in the workplace (Hanson, 2006). You may actually find that you learn more from your colleagues than from passively listening to me lecture in class!

Each learning team will be given the same workshop activity. This will involve questions and problems that will prepare you for the exams. Each team will hand in one workshop report at the end of class and each team member will receive the same mark on the report. Team members will each be assigned a role and these roles will rotate throughout the semester. After the first couple sessions, the teams may also change to give you the opportunity to work with different students in the classroom. We will count the 5 highest workshop activity grades. Your two lowest grades will be dropped. This will allow you flexibility to miss a workshop due to illness or other external circumstances without penalty.
Pre-workshop Quizzes (6%)
You will complete online pre-workshop quizzes through coursespaces. The quizzes are designed to encourage you to practice what you’ve learned in class, and prepare you for the workshops and exams. There will be five pre-workshop quizzes throughout the term and your lowest grade will be dropped. This will allow you flexibility to miss a quiz deadline due to illness, technical issues, or other external circumstances without penalty.

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Due Date (Due at 11pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Topics 3 &amp; 4</td>
<td>Wed Sep 18</td>
</tr>
<tr>
<td>2</td>
<td>Topics 5 &amp; 6</td>
<td>Wed Oct 16</td>
</tr>
<tr>
<td>3</td>
<td>Topics 7, 8, &amp; 9</td>
<td>Sun Nov 3</td>
</tr>
<tr>
<td>4</td>
<td>Topics 10 &amp; 11</td>
<td>Wed Nov 20</td>
</tr>
<tr>
<td>5</td>
<td>Topic 12</td>
<td>Sun Dec 1</td>
</tr>
</tbody>
</table>

Clicker Participation (3%)
We will base 3% of your final grade on your in-class participation using the iClicker Personal Response System.

**Register your iclicker** using one of two ways:
1. Go to [http://www.uvic.ca/iclickerreg](http://www.uvic.ca/iclickerreg) and sign in with your NetLink credentials and you should be taken directly to the iclicker registration page; or

Note that iClicker serial numbers do not contain letter O’s, only number 0’s. For FAQ about the iClicker see: [http://elearning.uvic.ca/iclicker/students](http://elearning.uvic.ca/iclicker/students).

**Why do we use clickers in class?**
Clickers are used as a way to work together through questions posed in class. When used effectively, iclickers can increase your ongoing engagement and involvement, promote a safe environment to communicate your answers, and create lively discussions in class. Clickers can also provide immediate feedback about your understanding of the class material and help us figure out how to improve your understanding of a concept.

In order to receive the full 3%, you need to participate **in 75% of the questions** per class in at least **9 of the 12 iClicker classes** (Sep 12, 16, 30, Oct 3, 7, 10, 24, 28, 31, Nov 14, 18, 25). There are no opportunities to make up clicker points as the level of participation required to receive maximum points is set at 75% of all classes to allow you to occasionally miss a class, forget your clicker, or run out of batteries and still receive the maximum amount of clicker points.

It is an academic infraction to use or bring another student’s clicker to class or to lend your clicker to another student. This will be treated similarly to other academic infractions (such as cheating on an exam) and will be subject to university disciplinary procedures. Please
remember that the clickers provide you with an opportunity to enhance your in-class learning, and it is expected you will cooperate in making the system work to help you and your colleagues learn.

Exams
The exams will cover material from the class lectures, pre-workshop problem sets, workshop sessions, online quizzes, and homework assignments. The exam will be a combination of multiple choice, short answer, and long answer questions. Each exam will cover the designated sections (see above) and the final exam will be cumulative.

Two-Stage Exam Format
All exams (including the final) will be two-stage exams. In a two-stage exam, you first complete the exam individually (50 minutes) and then you complete the exam in groups of four (25 minutes). The individual portion of the exam is worth 90% and the group portion of the exam is worth 10% of your exam mark. If you score higher on the individual exam compared to the group exam, your group score will be replaced by your individual exam score. That is, you will not be penalized if you perform better on the exam than your group.

Why are we using two-stage exams?
Two-stage exams have been used successfully at other universities. Students report less exam anxiety and that they enjoy receiving immediate feedback on exam questions (EOSSEI times, 2011; see https://www.eoas.ubc.ca/research/cwsei/eossei-times/EOSSEITimes_4.1GroupExams.pdf). Moreover, student learning is improved by two-stage exams. By going over the exam twice and collaborating with peers, students retain more information (Cortright, Collins, Rodenbaugh, & DiCarlo, 2003; Gilley & Clarkston, 2014). Please see Dr. Chim in office hours if you have any questions about the format of the exams.

Exam Policies
You are responsible for attending exams as scheduled. NO make-up exams will be given. If you miss one exam due to illness, accident, or family affliction, you must supply documentation for your absence (e.g., doctor’s note) within 7 days of missing the exam. If your documentation is approved, then a grade for that exam will be generated from your other two exams. For example, if you miss Exam 1, a grade will be created for Exam 1 by taking 50% of your grade for Exam 2 and adding it to 50% of your grade for Exam 3. Because of the cumulative nature of the material, if you miss two or more exams, you will not be permitted to write the Final exam.

Final exam
If you are unable to attend the final exam you must apply to Records Services for a “Request for Academic Concession”, typically within 10 working days of the exam date. If an academic concession is granted for the final exam, an alternative date to write the make up
exam must be arranged with the instructor. If you do not take the final exam, you will received an “N” in this course regardless of the course percentage earned up until the exam.

All grades will be posted on CourseSpaces following each exam. Please take the time to check this posting to make sure the grade is correct.

**WHAT ELSE CAN YOU DO TO DO WELL IN THIS COURSE?**

**Do the practice homework and quizzes.** One of the best ways to learn statistics is to practice, practice, and practice some more! You will be given online practice quizzes and 6-7 non-graded homework assignments over the term. These practice quizzes and homework assignments will provide you with opportunities to test your mastery of the material. Answer keys will be provided on CourseSpaces shortly after the assignments are handed out. Please only look at the answer key once you have completed each problem.

**Create study groups.** You can meet regularly in groups of 2-4 people to work through the material together. Not only can it be helpful to have others explain concepts to you but it can also be helpful to have to explain concepts to others!

**Attend tutorials.** We will hold regular tutorials throughout the term. You can attend tutorials each week for extra help in PSYC 300A. More information will be posted on coursespaces.

**Attend office hours.** If you’re having a hard time understanding something please don’t struggle on your own. Come see us during office hours! E-mail us to set up alternative times to meet if you can’t make it to office hours.

**Look at online resources.** I will post some additional resources on each topic on CourseSpaces. There are many different approaches to explain a particular concept and reading through alternative explanations might help you gain a better understanding of the material.
Tentative Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thu Sep 5</td>
<td>Topic 1: Scales of Measurement</td>
</tr>
<tr>
<td></td>
<td>Mon Sep 9</td>
<td>Topic 2: Frequency Distributions</td>
</tr>
<tr>
<td>2</td>
<td>Thu Sep 12*</td>
<td>Topic 3: Measures of Central Tendency</td>
</tr>
<tr>
<td></td>
<td>Mon Sep 16*</td>
<td>Topic 4: Measures of Variability</td>
</tr>
<tr>
<td>3</td>
<td>Thu Sep 19</td>
<td>Catch-up: Workshop Session #1</td>
</tr>
<tr>
<td></td>
<td>Mon Sep 23</td>
<td>Exam #1 (Topics 1-4)</td>
</tr>
</tbody>
</table>

**Part 2: Bivariate description**

| 4    | Thu Sep 26 | Workshop Session #2 in Computer Lab |
|      | Mon Sep 30*| Topic 5: Correlation                |
| 5    | Thu Oct 3* | Topic 6: Regression                 |
|      | Mon Oct 7* |                                          |
| 6    | Thu Oct 10*| Thanksgiving (No Class)              |
|      | Mon Oct 14 |                                          |
| 7    | Thu Oct 17 | Catch-up: Workshop Session #3         |
|      | Mon Oct 21 | Exam #2 (Topics 5 & 6)                |

**Part 3: Distributions, Normal Curve, Probability, and Hypothesis Testing**

| 8    | Thu Oct 24*| Topic 7: Normal distribution         |
|      | Mon Oct 28*| Topic 8: Probability;                |
| 9    | Thu Oct 31*| Topic 9: Distributions and hypothesis testing |
|      | Mon Nov 4  | Catch-up: Workshop Session #4        |
| 10   | Thu Nov 7  | Exam #3 (Topics 7-9)                 |

**Part 4: Sampling Distribution and their application to 3 single sample research designs**

| 11   | Mon Nov 11 | Remembrance Day; Reading break (no class) |
| 12   | Thu Nov 14*| Topic 10: Sampling distribution of the mean |
|      | Mon Nov 18*| Topic 11: Hypothesis testing applied to a single sample design (z-test) |
| 13   | Thu Nov 21 | Catch-up: Workshop Session #5         |
|      | Mon Nov 25*| Topic 12: Theoretical sampling distributions; HT for a single sample design (t-test) |
|      | Thu Nov 28 | Workshop Session #6 in Computer Lab  |
|      | Mon Dec 2  | Catch-up: Workshop Session #7         |
|      | TBA Dec 7-21| Cumulative Final Exam in final exam period |

*iClicker participation points will count in these classes
Sep 17 is the last day to drop the course for 100% reduction of tuition fees
Sep 20 is the last day to add courses
Oct 8 is the last day to drop the course for 50% reduction of tuition fees
Oct 31 is the last day to withdraw from the course without penalty of failure
Important Course Policy Information
Fall 2019

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 pages 311-314 of the UVic Calendar September 2019.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2019, p. 49-51)

• 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 [link](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf), (p.45-47, UVic Calendar September 2019). 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 (on p. 46 in September 2019).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2019) [link](https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: [link](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson's office: [link](https://uvicombudsperson.ca/tips/plagiarism/)
3. UVic Library Resources: [link](http://www.uvic.ca/library/research/citation/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.)
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
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/