

Psychology 491: Psychology of Friendship – Fall 2021

Time: Mondays and Thursdays, 10:00 – 11:20 am

Location: Clearihue C113

We acknowledge and respect the Lekwungen 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.

CONTACT INFORMATION

Instructor: Dr. Kelci Harris (she/her)

Office Hours: Tuesdays, 1:00 – 2:00 pm or by appointment

Office: Cornett Building A275

Email: kelciharris@uvic.ca

“IT’S IN THE SYLLABUS.”: AN OUTLINE

Within this syllabus, you will find all sorts of information that will help you prepare for and succeed in this course. Here is a short list with what is included:

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COURSE DESCRIPTION

An in-depth examination of social psychological research, methods, and theory on friendships. Topics include friendship formation, maintenance, and dissolution, commitment and interdependence.

LEARNING OUTCOMES

At the end of this course, you should be able to do the following:

- Read, reflect, and discuss a variety of primary and secondary sources on relationship science and friendship
- Actively engage in ongoing scientific conversations by expressing your opinions and analyses of psychological theories and empirical findings effectively, both orally and in writing
- Examine the meaning, purpose, form and function of friendships from a lifespan approach

- Produce a research proposal representative of a grant or fellowship application in the social sciences
- Communicate the science of friendship in clear and accessible language
- Think critically about your own friendships

COURSE POLICIES

Respect for Diversity

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

Email Policy

I will respond to emails within 2 business days of receiving them. I cannot guarantee that I will be checking email on weekends, so for a prompter response, catch me during business hours. To make our email correspondence as seamless as possible make sure to take the following steps:

1. Check the syllabus and Brightspace first for questions about course procedures, assignments, and due dates.
2. Include the course number (PSYC 491) in the subject line, otherwise it might get to filtered to spam.
3. Keep your question simple (i.e. the answer will not require over 2-4 sentences).
4. Come to office hours for more complex questions and concerns.

Required Texts and Media

There is no textbook for this class. Each week, you are required to read chapters, journal articles, and op-eds. Occasionally you will need listen to a radio broadcast, podcast, or watch a video. A complete reading and media list will be made available on Brightspace. Most of the journal articles can be located through the UVic Library. Chapters will be posted on Brightspace, but can also be found through the UVic Library. If you have trouble reading the journal articles, please see me for guidance.

Prerequisites

The pre-requisite for this course is a passing grade in PSYC 300A, PSYC 300B (this may be a co-requisite), and PSYC 375. Students will only be admitted without these pre-requisites at the discretion of the Psychology Undergraduate Advisor. 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 time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadlines.

Netiquette (adapted from Dr. Michael Stevenson, University of Southern Maine):

Our discussions may lead to debate and disagreement, which is a great way to foster critical thinking; however, it is vital that you respect the ideas of others. Please be careful and considerate in all of your communications. Carefully consider what you are saying and remember that your readers (fellow students and instructor) might not infer your intent. These are a few suggestions:

- Take a moment to re-read everything you write--assume that it will be taken in the worst possible light (doing so will also provide you the opportunity to correct typos and other errors).
- Extend courtesy to others--assume the most charitable light possible.
- Keep in mind that online mediums are poor at conveying tone. What was intended as a joke or irony may not always be read as such. If you aren't sure how something will come across, ask someone else to read it over and give you feedback.
- Please avoid typing in all caps when posting messages to either myself or your peers.

EVALUATION AND GRADING POLICY

Evaluation	Date	Percentage
Presence: Participation	Throughout semester	10%
Presence: Thought Questions	Sundays @ 12pm Wednesdays @ 12pm	10%
Discussion Leading	Twice during the semester	10%
Reflections	September 23, October 7, November 4, December 2	15%
Research Proposal: Annotated References	October 20	15%
Research Proposal: Paper	November 18	20%
Interview or Creative Project	December 9	20%

Details about the discussions, papers, and presentations will be given in class. Discussion topics will be assigned. Paper topics will be approved by the instructor.

Grades

In determining your final letter grade, the final percentage is rounded such that marks ending in 0.49 or lower are rounded down and marks ending in 0.50 and up are rounded up. For example, 79.43 is rounded to 79 and 79.55 is rounded to 80. The following grading scale will be used:

A+	A	A-	B+	B	B-	C+	C	D	F
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Exceptional, Outstanding, Excellent Performance			Very Good, Good, Solid Performance			Satisfactory, Minimally Satisfactory Performance		Marginal Performance	Unsatisfactory Performance
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

ASSIGNMENT DESCRIPTIONS

1. Presence (Total: 20%)

This is a discussion-based course. Your active presence is essential for making this class work! Attending class and being engaged in class discussions, as well as asking questions that are relevant to the course materials, will be worth a total of 22% of your grade.

- a. **Participation (10%)** During class I will observe your active participation in class discussions. Periodically, the class will be dedicated to participating in activities rather than discussion, and your completion of these activities will inform your participation grade. Because this is a seminar-style course where learning occurs during our time together, students who miss more than five classes without appropriate documentation excusing their absence will fail the course (INC grade).
- b. **Thought Questions (10%)** Each week, you are assigned a set of readings (or podcasts, videos, and op-eds) and are expected to discuss these in class. It is important you complete the required readings and spend time thinking about the material. Developing questions is a valuable skill for enhancing understanding of the readings. Further, questions are designed to better prepare you to contribute to the class seminar discussion. Your discussion questions should reflect that you have thought critically about what you are reading, and are considering your own insights, counter-arguments, and drawing connections between psychological theory and real-world applications. Questions should demonstrate an appropriate knowledge of the readings (i.e., did you read?) and a depth of thought (i.e. did you think about what you read?). Discussion questions should be typed and numbered, including your name. You must submit at least two questions per research article or chapter assigned, and one question for each op-ed or podcast. Your discussion questions will be marked on a Pass/Fail basis (assume that you received full credit unless I inform you otherwise). You will not submit questions the week you present as a discussion leader. Late questions will not be accepted as contributions to the class discussion.

DUE: Sundays and Wednesdays at 12:00 pm PT

2. Discussion Leading (10%)

In addition to participating in class discussion, each student is responsible in leading the class discussion twice. Discussion assignments will be chosen the first day of class. In groups of 5 to 6, you will organize the discussion questions students submit on Sundays and Wednesdays and facilitate discussion on that week's subject during class. As a discussion leader, you are responsible for introducing the reading and associated questions, taking notes as your group is talking, and summarizing your group's discussion for the rest of the class. If you must reschedule you should contact me and fellow students in advance to potentially switch weeks with someone else.

3. Reflections (15%)

You will complete a 500-word, double-spaced reflections in response to the required readings and discussion for each unit. There are 4 different units: theory, lifespan, development and context. You will be graded on 3 out of 4 of those reflections. The entries should include responses to 2 thought questions (addressing separate assigned articles) discussed in class, and can be used to reflect, question, attack, or defend ideas presented in class. Do not summarize discussion. Linking psychological theory to real-world applications would be an especially useful way of executing your reflections. Substantively, you can incorporate a paragraph about what you liked, didn't like, or what questions you might still have about the research (i.e., can you identify potential gaps in the literature?). Late work is not accepted. No assignment completed or unacceptable work will receive an automatic zero. It is suggested that a separate notebook, word document, or google drive shareable files be used to take notes on class discussions entries for submission.

DUE: 11:59pm PT on the following dates: September 23, October 7, November 4, December 2)

4. Research Proposal (Total: 35%)

One of your term papers and one of your oral presentations will concern a study that you design based on your readings in this course.

- a. **Annotated References (15%)** The annotated reference list project is the first step towards designing your study. Your reference list assignment should begin with a brief paragraph identifying the problem or question you plan to address with your proposed study. You will then conduct a literature search using PsycINFO and prepare an annotated reference list of 5 research articles that will form the theoretical foundation for your research proposal. Your reference list must follow proper APA format and you must attach to your submission electronic copies of the journal articles on your list. Your reference lists will be marked based on adherence to APA style, as well as the breadth and cohesion of your chosen articles, your skill at locating the most important articles/researchers in the field, as well as the clarity and level of detail in your summary or each article (i.e., the annotated part of the project). Additional instructions will be posted on Brightspace.

DUE: October 14th

- b. **Paper (20%)** For this paper you will propose an experiment testing a hypothesis derived from the course content. Your proposal should follow the format of a grant proposal, and thus will include an introduction including a brief review of the relevant literature (based on your annotated bibliography) from earlier in the term) and a description of your hypothesis. You will then describe the methods you plan to use to test your hypothesis and conclude with a very short anticipated results section. You will also include a graphical depiction of your anticipated results. This paper is to be no more or much less than two pages (3/4 inch margins, double-spaced, standard Times New Roman 12pt font). Your title page, graph, and reference list do not count in this page limit. We will talk more about this assignment in class.

DUE: November 18th

5. Interview or Creative Project (20%)

For this project, you have the opportunity to engage creatively with the course material and class discussions we've had about friendship. You have two options for the project format: an interview or a creative product. Whichever route you choose, you will be required to submit a product and a reflection paper on the creation process and how the product relates to the course.

- a. **Interview.** One theme of this course is that friendships are subjective experiences. If you decide to do interviews, you will be exploring those subjective experiences in more depth. For this project, you will interview two people about their friendship experiences. One person you interview has to be at a different age or in a different life stage than you. For example, you could interview one of your parents about what their friendships are like in middle age or a younger sibling about what their friendships are like in middle school. The second person you interview has to have a different social identity than you. In other words, you need to interview someone of a different gender, sexual orientation, race, or ethnicity. You will need to edit the interviews into a consumable product such as a podcast, a video, or a magazine style article. After the interviews, you will write a reflection. Additional instructions will be posted on Brightspace and discussed in class.
- b. **Creative.** For the creative project, you get to be creative! With this option, you have to creatively engage with and represent some of the key concepts about friendship we have read about and discussed in class. You have a good deal of freedom for how you would like to handle this. You could draw a comic, write some poems, write a song, sew a quilt, put on a puppet show. You know your talents better than me; play to your strengths! Your grade on this project will not be graded on its artistic merit, however whatever you produce should be neat and well-constructed. Additional instructions will be posted on Brightspace and discussed in class.

6. Bonus Credit (up to 2%)

DUE: Throughout the term; Alternative summaries due December 2nd at Noon.

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. Each 30 minutes of participation will earn .5 research credit, and **two SONA credits equal a 1% increase in the student's final grade.** Thus, two SONA research credits will earn the full 2% bonus in this class. Additional details are appended to the end of this syllabus.

ACCOMMODATIONS

Late Assignments

Assignments received after 11:59 p.m. on the due day will receive a deduction of 10% per day. Late work will not be accepted 72 hours after the due date. There will be no exceptions to this policy, except for students who obtain written, verifiable evidence of medical problems or other extreme circumstances, and who inform me of these issues in advance. Emergencies will be handled on a case-by-case basis.

Other Accommodations

I will make every effort to accommodate the learning needs of all students enrolled in this course. Students should discuss any specific needs with me as soon as possible (i.e., within the first 5 classes). Some students may wish to consider registration at the Centre for Accessible Learning (formerly RCSD), <https://www.uvic.ca/services/cal/onlineservices/register/index.php>. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

HOW TO DO WELL IN THIS CLASS

- **Do the readings!** It would be easy to spend the whole course sharing anecdotes about our experiences with our friends. However, for us to have meaningful conversations about the *psychology* of friendship, we're going to have to engage with the scholarship about friendship presented in the required readings.
 - While you're reading, try to link the readings with things you've seen and experienced in your own life. Not only will that make the readings more engaging, but it will also help you remember what you read.
 - Take notes and write down questions as you read.
 - Try to write your own version of an abstract for the chapter/article.
- **Polish your writing!** There are several opportunities to practice your written communication in this course, from unit reflection papers to the research proposal to the final application paper. Clear, concise writing will be key to getting the best grade possible.
 - Here is a helpful resource for APA style: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
 - Once again, if you want some extra help, you can pay a visit to the Center for Academic Communication (<https://www.uvic.ca/learningandteaching/cac/>).

EARNING BONUS CREDIT

Research Participation

Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and in this course, student participants may earn up to 2% in bonus credits in PSYC 491 by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 30 minutes of participation will earn .5 SONA participation credit. Thus, to earn the full 2% for Bonus Research Participation in PSYC 491, students need to earn **two (2) SONA participation credits**. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not

wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research".

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?

For details on participating in research studies, go to the Department of Psychology web site (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.

When should I sign up?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, December 2.

Where can I get more information, instructions, help with login problems etc?

Research Participation Coordinator: p10ores@uvic.ca

SONA system website: <http://uvic.sona-systems.com>

Research Summary

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, 1 inch margins) of journal articles from a specified journal (see below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- **Be submitted on Brightspace by noon on December 2th. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted**
- Be typed using 12 point font, Times New Roman, double spaced, 1 inch margins, no longer or much shorter than one page.
- Be on articles from the following journal: *Journal of Social and Personal Relationships*.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be attached to your review. Links to an online article do not count!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Students may complete any combination of a) participation in research or b) article reviews up to a total of 2% bonus credit.

EQHR and Office of Student Life Workshops and Trainings

Another way to earn extra-credit is to participate in any of the EQHR or Office of Student Life workshops and trainings. These workshops and trainings include, but are not limited to the EQHR antiracism series, bystander intervention trainings, and sexual violence prevention and awareness. Part of the goal of this course – and the psychology major, in general – is to help you gain a better understanding of people and their experiences. These trainings are often geared to help you be a better ally and support to people with identities that might differ from your own. They might also give you some tools to support yourself.

- <https://www.uvic.ca/services/studentlife/initiatives/bystander-intervention/index.php>
- <https://www.uvic.ca/services/studentlife/initiatives/sexualized-violence/index.php>
- <https://www.uvic.ca/equity/education/anti-racism/index.php>

SCHEDULE

Unit	Week	Date	Topic	Assignment Due
Theory	Week 1	09-Sep	Introduction	
	Week 2	13-Sep	Theory	
		16-Sep	Theory	
	Week 3	20-Sep	Culture	
23-Sep		Activity	Theory Reflection	
Lifespan	Week 4	27-Sep	Lifespan Approach; Older Adults	
		30-Sep	National Day for Truth and Reconciliation	

	Week 5	04-Oct	Adults	
		07-Oct	Kids and Teens	Lifespan Reflection
Friendship Development	Week 6	11-Oct	Thanksgiving	
		14-Oct	Making Friends	Annotated Bib
	Week 7	18-Oct	Personality	
		21-Oct	Closeness/Intimacy	
	Week 8	25-Oct	Maintenance	
		28-Oct	Social Media	Project Meetings
	Week 9	01-Nov	Bad Friends and Breakups	
		04-Nov	Advice Column Activity	Development Reflection
Friendship in Context	Week 10	08-Nov	Peer Review	
		11-Nov	Reading Break	
	Week 11	15-Nov	Work	
		18-Nov	Romance	Research Proposal
	Week 12	22-Nov	Gender	
		25-Nov	Intergroup	
	Week 13	29-Nov	Race/Ethnicity	
		02-Dec	Show and Tell/Wrapping Up	Context Reflection
Exam Week	09-Dec		Interview/Creative Project	

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar September 2021.

Registration Status

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

Commitment to Inclusivity and Diversity

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

In the Event of Illness, Accident or Family Affliction

- ***What to do if you miss the final exam scheduled during the 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.

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 formal exam period***

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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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 2021.

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/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.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/

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/

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