

PSYC 491 (A02) -- September 2021**Promoting Reconciliation Between the Field of Psychology and Indigenous Peoples**

This syllabus describes the requirements and procedures for PSYC 491. You are responsible for knowing this material, so please read carefully. Any changes will be announced in class. You will be responsible for any changes. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this class.

Instructor	Natasha Wawrykow, Ph.D.	E-mail	wawrykow@uvic.ca
Time	Mondays & Thursdays: 11:30am-12:50pm	Office	Cornett A262
Classroom	Online via Zoom (synchronous)	Phone	250-853-3910
Office Hours	Thursdays from 1pm-2pm Please email for zoom link.		

Prerequisites: PSYC 300A; and 3rd year standing minimum.

Required Text

Smith, M. G. (2017). *Speaking our truth: A journey of reconciliation*. Orca Book Publishers.

Course Description

This course is an introduction to the impact of colonization on Indigenous People of Canada, cultural identity, and promotion of reconciliation with Indigenous Peoples. A specific goal of this course is to foster an understanding of reconciliation promotion. An all-encompassing review of First Nations, Métis, and Inuit culture and history will not be addressed in this course. Students will be introduced to key historical examples of colonization that illustrate the impact that colonization has had on Indigenous Peoples past and/or current ways of life.

An important aim of this course is to provide space for dialoguing about colonization, Indigenous presence, and methods of reconciliation promotion. Students will dialogue and reflect on these topics through in-class discussion, individual and group presentations, and written assignments.

In general, half of each class will be devoted to didactic learning, discussions of readings, guest lecturer presentations, and virtual field trips. The remaining portion of each class will focus on small and large group discussions which will involve exercises and peer-based instruction. It is important that students come to class prepared to actively participate in discussions and exercises.

Intended Learning Outcomes

- A. When asked throughout the course, you will provide key historical examples of colonization that illustrate the impact that colonization has had on Indigenous Peoples past and/or current ways of life.
- B. Throughout the course in small and large group discussions, you will describe elements of your own cultural identity and how it impacts your world view.

We acknowledge and respect the lək'wəŋən 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.

C. When asked throughout the course, you will successfully provide examples of key concepts related to decolonization with each example exemplifying ways of reconciliation promotion with Indigenous Peoples.

Evaluation

<u>Assignment:</u>	<u>Due Date:</u>	<u>Percent of Grade:</u>
Self-Care Presentation	September 13	5%
Reconciliation Project Planning	September 27	10%
Peer-Based Instruction Presentation	October 4 Presentation to Partner	10%
	October 7 Feedback on Partner's Presentation	10%
Self-Reflection Paper	October 25	15%
Class Presentation & Synopsis	November 4/ 15/ 22/ 29	20%
Reconciliation Project♦	December 3	20%
Class Preparation & Participation	Throughout term	10%

♦Reconciliation Project must be completed in order to pass the course

Description of Assignments

Self-Care Presentation (5%):

You are to prepare and present in class a 2-minute 2-slide PowerPoint presentation that describes how you will engage in and monitor your ability to engage in self-care. The first slide will describe your method of self-care. The second slide will describe how you plan to monitor your progress and adjust (i.e., modify or change your plan of action) if needed. You can either pre-record your presentation or present it live. Please note, presentations are limited to two minutes.

Reconciliation Project Planning (10%)

Create a project plan (i.e., 1-2 pages double-spaced), for either a written paper or recorded PowerPoint presentation of your reconciliation project (i.e., final class assignment). Create a timeline that identifies when you will work on each stage of your project, as well as, specific items in your project plan. Describe your method for monitoring implementation of your project plan (e.g., checklist, journaling, verbal check-in with someone) and a remediation strategy if you fall off track. Please note, if you exceed two pages only the first two pages will be marked.

Example project plan outline:

- Completed a draft of my thesis statement in week five,
- Collect evidence supporting my thesis in week six,
 - Examples of colonization
 - Examples of how my own cultural identity has influenced my world view
- Identify a decolonization activity that exemplifies reconciliation promotion with Indigenous Peoples in week seven,
- Revise the visual representation of my paper's/presentation's structure in week eight,
- Complete the introduction of my paper/presentation in week nine,
- Complete the body of my paper/presentation in week ten,
- Complete the conclusion of my paper/presentation in week eleven,
- Complete a draft and have it reviewed by a peer in week twelve.

Peer-Based Instruction Presentation:

Presentation to Partner (10%): Read the article assigned to you and prepare to teach a classmate that article. Prepare a PowerPoint presentation for your classmate that includes: intended learning outcome, post-assessment, and the instructional strategies you will be using to teach your classmate. Once we meet during class, you will be paired off into break out rooms. You will have 15 minutes to teach your classmate your article. After 15 minutes, your colleague will teach you for 15 minutes about their article. This portion of your grade will be assigned by your partner based off their feedback of your presentation.

Feedback on Partner's Presentation (10%): Outside of class, you will fill out a 1-page feedback report for your partner, based on their presentation. Complete the 1-page "feedback form" using point form. Describe the three most important aspects (concepts, issues, factual information) of your partner's presentation, any confusing aspects of the presentation, and strengths of your partner's presentation. Assign a mark out of 10 for your partner's presentation.

Group A: read and prepare a presentation on the Gone (2020) article;

Group B: read and prepare a presentation on the Hartmann & Gone (2012) article.

*Full article names are available in the reading list below for October 4th. *

Self-Reflection Paper (15%):

Based on Monique Gray Smith's book, guest lecture, and other course material; you are to prepare a brief (2-pages double-spaced) reflection paper that focuses on your own self-reflection of colonization, Indigenous presence, and methods of reconciliation promotion. Within this paper, you are to identify areas of knowledge growth as well as areas for improvement. You are to provide at least two specific goals (i.e., provide examples of how you will monitor, track, and evaluate your progress) that will support your learning in "areas for improvement". Please note, if you exceed two pages only the first two pages of your paper will be marked.

Class Presentation & Synopsis (20%):

Working in pairs, students will make a class presentation on methods of reconciliation promotion. The overall length of the presentation is approximately 10 minutes: including a 6-minute presentation of the method(s) and facilitation of a 4-minute discussion. Each team will assign a relevant reading to the class a week before their presentation and will submit a 3-page double-spaced synopsis of their presentation to distribute to the class (point form is preferred). You may include additional handouts in an appendix (note: the appendix and references/reading list pages are not part of the 3-page limit).

Sign-up for a presentation date: November 4th (6 groups)/ November 15th (6 groups)/ November 22nd (6/7 groups); November 29th (6 groups).

Reconciliation Project (20%):

This project should either be different or an expansion of your method(s) presented in the class pair presentation on reconciliation promotion. Please select one option:

Option 1

Complete a paper that outlines your reconciliation project. The paper (6-8 pages double-spaced) should include: (a) examples of colonization to illustrate the impact that colonization has had on Indigenous Peoples past and/or current ways of life; (b) examples of how your own cultural identity (i.e., cultural characteristics, history, values, beliefs, and behaviors of your ethnic and/or cultural group) has influenced your world view; and (c) development of a specific decolonization activity (i.e., goal, method, progress evaluation plan) that exemplifies reconciliation promotion with Indigenous Peoples. Please note, if you exceed eight pages only the first eight pages of your report will be marked. This page count does not include your title page, references, and appendix.

Option 2

Complete a 10-minute recorded PowerPoint presentation that outlines your reconciliation project. The PowerPoint (~8-12 slides total) should include: (a) examples of colonization to illustrate the impact that colonization has had on Indigenous Peoples past and/or current ways of life (~2-4 slides); (b) examples of how your own cultural identity (i.e., cultural characteristics, history, values, beliefs, and behaviors of your ethnic and/or cultural group) has influenced your world view (~3-4 slides); and (c) development of a specific decolonization activity (i.e., goal, method, progress evaluation plan) that exemplifies reconciliation promotion with Indigenous Peoples (~3-4 slides). Please note, if you exceed 10 minutes, only the first 10 minutes of your presentation will be marked.

Class Preparation & Participation (10%):

Your class participation and preparation grade will be assigned based on my appraisal of several factors:

- Your ability to articulate & synthesize key constructs and themes in the readings;
- The overall quality and thoughtfulness of the issues and questions raised in class;
- Your active participation, involvement, and contributions to weekly class sessions

***All assignments are due at the beginning of class and should follow APA format guidelines unless otherwise specified (e.g., point-form preferred).**

Late assignments will have an automatic deduction of 1% per day (e.g., submitted after class begins/ next day = -1%)*

Meaning of Grades in Undergraduate Programs

Grades are assigned according to the department grading policy for undergraduate courses (i.e., “Performance that is at expected levels and demonstrates a clear understanding of all, or most aspects of the course material examined normally receives a grade of A- or higher. Performance that demonstrates a good understanding of some but not all aspects of the course material normally receives a grade of B or B+.”) Please see the department website for more detail on the grading policy. The conversion from percent to final grade is listed below. When the final grade is a fraction, values of .5 or more will be rounded up to the next highest grade. See the University Calendar for the conversion of letter grades to grade points.

Official Grading System

90-100%	A+	77-79	B+	65-69	C+
85-89%	A	73-76	B	60-64	C
80-84%	A-	70-72	B-	50-59	D
				0-49	F

Policy on Absences

It is essential that you **attend all classes** and that you **arrive on time** for class as we will be covering a lot of important material in each session. If missing a class is unavoidable, or if you cannot complete an assignment due to serious illness, accident, or family affliction, please contact me by email as soon as possible in order to make alternative arrangements. It is your responsibility to obtain any missed notes or assignments from your classmates. Missing more than one 80-minute class may jeopardize your successful completion of this class. All assignments must be successfully completed in order to pass this class. An inquisitive, collegial, and cooperative attitude is encouraged and valued in this class. If you have any questions or suggestions to improve your learning experience please approach me at any time.

Disability Resources

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). You can find more information about CAL here: <https://www.uvic.ca/services/cal/>

Class Schedule and Readings (subject to change at the instructor's discretion)

Class	Date	Topic/ Activities	Readings
# 1	September 9	Introduction and Orientation to Course	Syllabus
#2	September 13	Promoting Reconciliation Self-Care Presentation Due (5%)	<u>Text:</u> Smith, Ch. 1 <u>Article:</u> Gone, J. P. (2013).
#3	September 16	Decolonizing Psychology In class activity: 3-2-1 Reading Report	<u>Article:</u> Canadian Psychological Association & the Psychology Foundation of Canada. (2018)
#4	September 20	Indigenous Presence Guest Speaker: Lorilee Wastasecoot	<u>Text:</u> Smith, Ch. 2, pp. 27-61 <u>Article:</u> Tuck, E., & Yang, K. W. (2012).
#5	September 23	Indigenous Presence Guest Speaker: Lorilee Wastasecoot	<u>Text:</u> Smith, Ch. 2, pp. 62-76 <u>Article:</u> Rains, F. V., Ann Archibald, J., & Deyhle, D. (2000).
#6	September 27	Impact of Residential School Reconciliation Paper Planning Due (9%)	<u>Text:</u> Smith, Ch. 3, pp. 79-93 <u>Article:</u> Gone, J. P. (2016).
No class on September 30: Orange Shirt Day			
#7	October 4	Decolonizing Psychology Peer-Based Instruction Presentation: Presentation to Partner (10%)	<u>Text:</u> Smith, Ch. 3 & 4, pp. 94-109 <u>Article:</u> Gone, J. P. (2020); Hartmann, W. E., & Gone, J. P. (2012). *Everyone should read text reading; Group A reads Gone (2020) article; & Group B reads Hartmann & Gone (2012) article
#8	October 7	Truth and Reconciliation Virtual Field Trip Peer-Based Instruction Presentation: Feedback on Partner's Presentation (10%)	<u>Article:</u> Truth, & Reconciliation Commission of Canada (2015). pp. 1-22 from the Executive Summary.
No class on October 11: Thanksgiving			
#9	October 14	Class Presentation Pair Feedback Session with Instructor If your presentation is on November 4 th or 15 th , please sign-up for one of the following time slots: 11:30am-11:40am; 11:45am-11:55am; 12:00-12:10pm; 12:15pm-12:25pm; 12:30-12:40pm; 12:40pm-12:50pm	
#10	October 18	Identity Development Unpacking Identity Class Check-In: Course Feedback	<u>Book:</u> Anderson, K. (2016); Kirmayer, L. J., Tait, C. L., & Simpson, C. (2009). <u>Optional readings:</u> Stets, J. E., & Burke, P. J. (2000);

			Stroink, M., & DeCicco, T. (2011).
#11	October 21	Residential Schools: Impact on Second Generation	<u>Article:</u> Gone, et al. (2019). <u>Optional reading:</u> Gone, J. P. (2013); Waldram, J. B. (2009).
#12	October 25	Guest Speaker Self-Reflection Paper (10%)	<u>Text:</u> Smith, Ch. 4, pp. 110-141
#13	October 28	Unpacking Identity	<u>Articles:</u> Bharadwaj, L. (2014); Pidgeon, M., Archibald, J. A., & Hawkey, C. (2014).
#14	November 1	Class Presentation Pair Feedback Session with Instructor If your presentation is on November 22 nd or 29 th , please sign-up for one of the following time slots: 11:30am-11:40am; 11:45am-11:55am; 12:00-12:10pm; 12:15pm-12:25pm; 12:30-12:40pm; 12:40pm-12:50pm	
#15	November 4	Student Presentations	<u>Article:</u> Gone, J. P. (2011).
#16	November 8	Relationship Development & Community-Based Research	<u>Article:</u> Archibald, et al. (2006); <u>Book:</u> McCormick, R. (2009)
No class on November 11: Remembrance Day			
#17	November 15	Student Presentations	<u>Article:</u> Gone, J. P., & Kirmayer, L. J. (2020).
#18	November 18	Incorporating Indigenous Epistemologies of Wellbeing	<u>Article:</u> Morrissette, P. & Goodwill, A. (2013).
#19	November 22	Student Presentations	<u>Article:</u> Isaac, G., et al. (2018).
#20	November 25	Incorporating Indigenous Research Methodologies	<u>Article:</u> Gone, J. P. (2019); Gone, J. P. (2017).
#21	November 29	Student Presentations	<u>Article:</u> Goodwill, A. O., & McCormick, R. (2012).
#22	December 2	Incorporating Indigenous Epistemologies of Wellbeing	<u>Article:</u> Wendt, D. C., & Gone, J. P. (2016).
No class	December 3	Reconciliation Project Due (20%) at 1pm.	Extension to December 6 th may be granted if requested in writing by November 29.

Detailed Reading List

Class	Date	Detailed Reading List
# 1	September 9	Syllabus
#2	September 13	Gone, J. P. (2013). "Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment." <i>Transcultural Psychiatry</i> , 50(5), 683-706. Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 9-25). Orca Book Publishers.
#3	September 16	Canadian Psychological Association & the Psychology Foundation of Canada. (2018). Psychology's response to the truth and reconciliation commission of Canada's report. Available from https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf [last accessed July 8, 2020].
#4	September 20	Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 62-76). Orca Book Publishers. Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, education & society</i> , 1(1).
#5	September 23	Rains, F. V., Ann Archibald, J., & Deyhle, D. (2000). Introduction: Through our eyes and in our own words. <i>International Journal of Qualitative studies in education</i> , 13(4), 337-342. Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 27-61). Orca Book Publishers.
#6	September 27	Gone, J. P. (2016). Alternative knowledges and the future of community psychology: Provocations from an American Indian healing tradition. <i>American Journal of Community Psychology</i> , 58(3-4), 314-321. Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 79-93). Orca Book Publishers.
#7	October 4	Gone, J. P. (2020). Decolonization as methodological innovation in counseling psychology: Method, power, and process in reclaiming American Indian therapeutic traditions. <i>Journal of Counseling Psychology</i> . Hartmann, W. E., & Gone, J. P. (2012). "Incorporating traditional healing into an Urban American Indian Health Organization: A case study of community member perspectives." <i>Journal of Counseling Psychology</i> , 59(4), 542-554. Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 94-109). Orca Book Publishers..
#8	October 7	Truth, & Reconciliation Commission of Canada. (2015). <i>Canada's Residential Schools: The Final Report of the Truth and Reconciliation Commission of Canada</i> (Vol. 1). McGill-Queen's Press-MQUP.
#9	October 14	
#10	October 18	Anderson, K. (2016). Setting Out. In Anderson, K., <i>A recognition of being: Reconstructing Native womanhood</i> (pp 14-40). Canadian Scholars' Press. Kirmayer, L. J., Tait, C. L., & Simpson, C. (2009). The mental health of Aboriginal Peoples in Canada: Transformations of identity and community. In J. L. Kirmayer & G. G. Valaskakis (Eds.), <i>Healing traditions: The mental health of Aboriginal peoples in Canada</i> (pp. 3-35). Vancouver, BC: UBC Press. <u>Optional readings:</u> Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. <i>Social Psychology Quarterly</i> , 224-237. Stroink, M., & DeCicco, T. (2011). Culture, religion, and the underlying value dimensions of the metapersonal self-construal. <i>Mental Health, Religion & Culture</i> , 14(9), 917-934. doi:10.1080/13674676.2010.536979
#11	October 21	Gone, J. P., Hartmann, W. E., Pomerville, A., Wendt, D. C., Klem, S. H., & Burrage, R. L. (2019). The impact of historical trauma on health outcomes for Indigenous populations in the USA and Canada: A systematic review. <i>American Psychologist</i> , 74(1), 20-35. <u>Optional reading:</u> Gone, J. P. (2013). "Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment." <i>Transcultural Psychiatry</i> , 50(5), 683-706. Waldram, J. B. (2009). Culture and Aboriginality in the study of mental health. In J. L. Kirmayer & G. G. Valaskakis (Eds.), <i>Healing traditions: The mental health of Aboriginal peoples in Canada</i> (pp. 3-35). Vancouver, BC: UBC Press.
#12	October 25	Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 110-125). Orca Book Publishers.
#13	October 28	Bharadwaj, L. (2014). A framework for building research partnerships with First Nations communities. <i>Environmental Health Insights</i> , 8, EHI-S10869. Pidgeon, M., Archibald, J. A., & Hawkey, C. (2014). Relationships Matter: Supporting Aboriginal Graduate Students in British Columbia, Canada. <i>Canadian Journal of Higher Education</i> , 44(1), 1-21.
#14	November 1	
#15	November 4	Gone, J. P. (2011). "Is psychological science a-cultural?" <i>Cultural Diversity & Ethnic Minority Psychology</i> ,

		17(3), 234-242.
#16	November 8	Archibald, J. A., Jovel, E., McCormick, R., Vedan, R., & Thira, D. (2006). Creating transformative Aboriginal health research: The BC ACADRE at three years. <i>Canadian Journal of Native Education</i> , 29(1), 4. McCormick, R. (2009) Aboriginal approaches to counselling. In J. L. Kirmayer & G. G. Valaskakis (Eds.), <i>Healing traditions: The mental health of Aboriginal peoples in Canada</i> (pp. 3–35). Vancouver, BC: UBC Press.
#17	November 15	Gone, J. P., & Kirmayer, L. J. (2020). Advancing Indigenous mental health research: Ethical, conceptual, and methodological challenges. <i>Transcultural Psychiatry</i> , 57(2), 235-249.
#18	November 18	Morrisette, P. & Goodwill, A. (2013). The psychological cost of restitution: Supportive interventions with Canadian Indian Residential School survivors. <i>Journal of Aggression, Maltreatment and Trauma</i> , 22(5), 541-558 doi: 10.1080/10926771.2013.785459
#19	November 22	Isaac, G., Finn, S., Joe, J. R., Hoover, E., Gone, J. P., Lefthand-Begay, C., & Hill, S. (2018). Native American perspectives on health and traditional ecological knowledge. <i>Environmental Health Perspectives</i> , 126(12), 1-10.
#20	November 25	Gone, J. P. (2019). Considering Indigenous research methodologies: Critical reflections by an Indigenous knower. <i>Qualitative Inquiry</i> , 25(1), 45-56. Gone, J. P. (2017). “It felt like violence”: Indigenous knowledge traditions and the postcolonial ethics of academic inquiry and community engagement. <i>American Journal of Community Psychology</i> , 60(3-4), 353-360.
#21	November 29	Goodwill, A. O., & McCormick, R. (2012). Giibinimidizomin: Owning ourselves-critical incidents in the attainment of Aboriginal identity. <i>Canadian Journal of Counselling and Psychotherapy</i> , 46(1).
#22	December 2	Wendt, D. C., & Gone, J. P. (2016). Integrating professional and Indigenous therapies: An urban American Indian narrative clinical case study. <i>The Counseling Psychologist</i> , 44(5), 695-729.

UNIVERSITY OF VICTORIA

Department of Psychology

Important Course Policy Information

Fall 2021

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.

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/grad/#/policy/BJujesM_E?bc=true&bcCurrent=02%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Faculty%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. Being an Accessory to Offences. This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2021.

The definitive source for information on Academic Integrity is the University Calendar September 2021

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office:

<https://www.uvic.ca/services/counselling/success/study/index.php>

2. The Ombudsperson's office: <https://uvicombudsperson.ca/>

3. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>

4. Avoiding Plagiarism:

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.

Discovering Victoria, UVic and your Community:

University can involve a lot of time studying and researching on your own – but it does not have to be an isolating experience. There are a lot of other undergraduate students out there like you who are looking to connect outside of academics.

<https://www.uvic.ca/mentalhealth/undergraduate/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: <https://www.uvic.ca/mentalhealth/undergraduate/index.php>

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. 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