

PSYC 491 A01 – Psychology of Immigration Spring 2021

Mondays and Thursdays, 11:30 to 12:50

Location: Clearihue C113

Instructor: Dr. Nigel Mantou Lou (He/Him/His)

Email: niggellou@uvic.ca

Email etiquette: You should always include “PSYC491” in the subject line of your email, and include your name and student number at the end of your email. I will try my best to respond to all students’ emails within 48 hours. If you email me the night before the assignment is due, you may not get a prompt response. I can only answer brief questions regarding material via email. If your questions are intricate, please see me during office hours or after class.

Office Hours: Thursdays 1:00 – 2:00PM

It is extremely important to me to make concepts clear and accessible. Therefore, please do not hesitate to attend office hours for any course questions or concerns.

Whenever you ask questions, you give me an opportunity to do my job. You can also come in to talk about the course, study skills, your career goals, advice for future courses etc. All students are welcome.

Zoom for office hours: <https://uvic.zoom.us/j/83279767354>

You need to enter the passcode (772256) to join my office hours. If you are in a waiting room, it means that I am already meeting a student. I will admit students one by one in the order of the waiting room.

Office: Cornett A-240

I take a special interest in students improving their skills and my office hours are always open to discuss this.



Course Overview:

Canada has been described as an ideal homeland for many immigrants. And in Canada, 21.9% of the total population is foreign-born (Statistics Canada, 2016). The goal of this course is to understand immigrants’ psychological experiences and challenges, with the focus on psychological theories and research in social, cultural, developmental, and educational psychology. Broad topics to be addressed include: (i) migrants’ individual development, including identity changes and language development, (ii) causes, forms, and experiences of prejudice and discrimination against immigrants, (iii) social influences and life span consideration for migrants’ experiences, (iv) migrants’ experiences in education, workplace, and clinical contexts, and (v) strategies for promoting acceptance of diversity. Throughout the course, the Canadian and American contexts of immigration will be emphasized, international and other migration contexts will also be mentioned.

Course Objectives and outcomes:

- (A) **Understand** the critical theories and research that establish the foundation of the field.
e.g., describe the acculturation process and adaptation outcomes.
- (B) **Evaluate** research and **connect** it with social and educational phenomena related to immigration from different perspectives.
e.g., understand that migration is a multifaceted phenomenon shaping the lives of immigrants and their families by critically assessing and engaging with academic research through discussions and analytic writing.
e.g., make connections between research and immigrant stories (films, books, etc)
- (C) **Apply** theories and empirical findings that aim to improve migrants’ educational, social, and psychological experiences.
e.g., identify the risk and specific factors influencing immigrant children’ learning success, and understand how to reduce those risk factors and promote resilience.

Course format:

This is a half lecture and half seminar course. The lectures will supplement the readings by elaborating upon and clarifying the material. I will also introduce concepts and research not covered in the readings. In the seminar portion of this course, we will engage in discussion and class activities using real-life applications by video clips and demonstrations. As lecture time is limited, you are expected to complete all assigned readings prior to our time together so that you are able to participate in in-class activities and group discussions.

Program Requirements:

For more information, see the UVic Calendar January 2022.

Prerequisites:

The prerequisites for this course are PSYC 300A. 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.

Registration Status:

Students are responsible for verifying their registration status by the drop deadline (January 23 for first term standard classes) to ensure they are registered only in courses they have been attending. Undergrad course adds after this date will require an Undergraduate Course Change form and are subject to the approval of the Director of the Academic Advising Centre. 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.

Readings:

PSYCO 405 does not have a required textbook but uses selected readings in conjunction with each lecture. Most of the materials that students are expected to read are published in academic journals and books. You will find the articles/book chapters on BrightSpace.

Although required readings will be supplied throughout the course (on BrightSpace), students will also be required to conduct their own independent reviews of the literature for assignment purposes.

Proposed Schedule:

There will be two 80-min lectures each week. Lecture slides will be posted on BrightSpace, but the slides provide only an outline of what is discussed in class. If you miss a lecture, you are strongly encouraged to contact another student to review the notes and catch up on material not covered in the slides. The following is a *tentative* schedule of the topics covered during each lecture. The instructor reserves the right to make changes to this schedule as the course progresses.

Week	Date	Topic	Reminder
1	Jan 10	Class introduction: Who are (im)migrants and why do we study them?	Every student should read the syllabus carefully.
	Jan 13	Pre-migration: Motivation and immigration	Students complete the class survey (link)
2	Jan 17	Acculturation process and adaptation	
	Jan 20	Social contexts, ideologies, and acculturation	
3	Jan 24	Managing multicultural identity	
	Jan 27	Individual differences in cultural adaptation	Students have a group assigned by the end of this week
4	Jan 31	Guest lecture (Dr. Zahra Premji – Librarian): How to do literature review in the psychology of immigration.	Students can start setting up group meetings with the instructor to discuss your group assignment
	Feb 3	Language learning and intercultural communication	
5	Feb 7	Immigrants in the educational context	
	Feb 10	Guest lecture (Dr. Catherine Costigan): Family dynamic and acculturation gap	
6	Feb 14	Knowledge mobilization workshop: Infographics (for individual assignment)	1. Please complete the pre-workshop materials: https://uviclibraries.github.io/infographics/pre-workshop.html 2. Please also bring one article that you want to discuss and use for the activity.
	Feb 17	Immigrants in a life-span developmental perspective I Workshop – How to find immigrant-related information for your assignment (e.g., Statistics Canada)	
7		Family Day and Reading Break – no class	
8	Feb 28	Immigrants in a life-span developmental perspective II	Individual assignment due on March 1 st
	Mar 3	Prejudice and Discrimination I: types and consequences	
9	Mar 7	Prejudice and Discrimination II: causes and contexts: Race, gender, sexual minority, and intersectionality	Group assignment (chapter) -- first draft due on March 9
	Mar 10	Guest lecture (Dr. Stacey Fitzsimmons): Immigrants in the workplace.	
10	Mar 14	Indigenizing acculturation research; Reconciliation and building relationships between immigrants and indigenous peoples	
	Mar 17	Mid-term written exam (80min)	Mid-term exam content: Week 1 to Week 9's lectures and readings
11	Mar 21	Guest lecture (Macayla Yan, Masters in Counselling Psychology): Counselling and working with immigrants	Peer review assignment due on March 20
	Mar 24	Mental health and resilience	Pre-class activity: Each student should submit one slide for the research they found about COVID and immigration by March 25
12	Mar 28	Special topic: Psychology of immigration during the time of COVID	
	Mar 31	Wrap-up lecture: What we know and what we can do.	
13	Apr 4	In-class student presentation	
	Apr 7	In-class student presentation	Group assignment (chapter) – final submission due on Apr 8

Grade Composition and course requirement:

Activity	Grade %	Due Date
Active participation/ in-class activities - Students are expected to read the required articles each week with the aim of addressing various questions raised in class. All students are expected to participate.	10%	- The final score for this assessment will be based on the <u>9 highest scores</u> . - The activity on March 28 is worth 2%
Weekly reflection (due every Sunday at 11:59 pm)	8%	The final score for this assessment will be based on the <u>8 highest scores</u> .
Individual Assignment Knowledge translation (e.g., infographics)	15%	March 1 st
Group Assignment - Chapter (first draft)	2%	March 9
Mid-term written exam (80 mins)	25%	March 17
Peer review	5%	March 20
In class presentation (group)	15%	April 4 & April 7
Group Assignment - Chapter (final submission)	20%	April 8th

The final letter grade in the course will be based on a total rounded percent score. For example 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89% (A).

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

Final Grades:

Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted. I feel the pain of all students who earn a final percentage that comes “so close” to the next rung on the grade ladder, but that pain is not a good reason for me to adjust your mark. I am firm on this policy: I will not increase your grade at the end of the term just because it is close to a cutoff, nor will I help you mine for marks in previously graded material.

1. Class participation and weekly reflections (18%):

1.1 In this course, there will be in-class discussions and activities which require your preparation and attendance (10%). In cases of any absences, the final score for this component will be based on the average of your nine highest scores of discussions/ activities. The activity on March 28 is worth 2% -- it will require you to search for an article, create one slide before attending the lecture, and discuss your article during class time.

1.2 You are also asked to keep a log of your reflections each week (9%). Each log for the week should be entered the log by Sunday 11:59 pm. You can find the link to the google form for weekly reflection on BrightSpace. For each entry, you may reflect on the following, although questions may vary each week:

A. To what extent did you prepare for class this week (e.g., read all assigned readings and are ready to discuss them). You might think of your preparation as ranging from (1) “not at all” to (3) “enough to get by” to (5) “I did more readings and preparation than suggested by the instructor”. Students may include brief notes to elaborate.

B. Did you actively engage in this week’s class? Everyone differs in how they engage – some people are more verbal than others, some take more notes than others, but everyone should be attentive and responsive to other people’s comments. Also keep in mind that, as a group member, you should facilitate other people’s involvement. If you realize that you’ve been speaking a great deal, but some other people aren’t speaking, give them an opportunity to speak (maybe even ask them what they think). And always remember that respect for other people is essential; we all have different opinions, many of us are exploring something new that we haven’t had to talk about before, so finding the words can be difficult. And we can all change our minds. This kind of learning can’t be accomplished if the atmosphere is disrespectful and/or threatening. You might think of your participation as ranging from (1) “did or attend class or simply daydreamed through the whole class” to (3) “tuned in, on and off, but never really spoke up” to (5) “I was really totally into it”.

You should also keep notes in your self-assessment or reflections. These can be brief, but they should clearly show that you were “cognitively engaged” with the readings and the discussion. You could include questions that occurred to you, describe the most interesting thing that you learned, etc., or (in the worst-case scenario) ponder why this week’s material and discussion wasn’t interesting to you.

2. Individual Assignment (15%):

The purpose of the individual assignment is to make connections with immigrant research and translate the knowledge to the general public using infographic. Students will be trained and provided with resources to create infographics. Students can also write [op-ed](#) or create [video/podcast](#) if they prefer (learned more from Uvic library workshops and other resources).

The goal of this part of the assignment is to exercise the skill of translating research into practices and connect research with the society. In this assignment, you can also provide evidence-informed recommendations for the population you study, policymakers, stakeholders, and/or the general public. A successful assignment should be concise, easy to read, and appealing and **informative to the public**. This is a valuable exercise of writing for non-academic audiences. Some examples and the grading rubric are on BrightSpace.

3. Mid-term written Exam (25%)

All the material covered in the class, as well as the material covered in the reading list, are eligible to be covered on the exams. The mid-term exam content will cover content in between week 1 to week 8.

Students should know the material in these ways:

- (1) understand and remember the technical language and terminology
- (2) be able to explain concepts and theories
- (3) understand the results presented in research and be able to explain using the corresponding theories
- (4) apply concepts to real-life contexts

The mid-term exam consists of up to 25 multiple choice questions, 5 short answer questions, and 2 long answer questions. You will have 80 minutes to complete.

Exam policies: Your student photo I.D. is required at exams to verify your identity. Students will not be allowed to begin an examination after it has been in progress for 30 minutes. Students must remain in the exam room until at least 30 minutes has elapsed. Electronic equipment cannot be brought into examination rooms.

Missed Mid-term Exam: All students are expected to be present for exams. A student who cannot write the midterm examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply to write a make-up exam. For an excused absence where the cause is religious belief, a student must contact the instructor(s) within two weeks of the start of classes to request an accommodation for the term (including the final exam, where relevant).

4. Group Assignments (37%):

Purpose: The purpose of the assignment is to apply psychological concepts learned in class and learned in your self-selected readings. The ability to search relevant supportive materials, synthesize large amounts of complex material, and writing them are important skills in your professional life.

How: Working in teams of 3 (or 4), students will have to pick a particular context of immigration and/or a specific group of migrants, depict and exemplify their unique challenges using appropriate information (e.g., empirical articles and census data), use relevant theories and concepts to understand their experience, and provide research and practical implications. Students are encouraged to have some specific questions in mind when searching the literature. More instruction will be provided in class.

Components: There are two parts of this group project:

- (1) Chapter for a textbook (**2%** for the first draft and **20%** for the final submission) that focuses on the theoretical aspect of the project;
- (2) In-class presentation (**15%**).

(1) *Chapter:* Students will review a topic in the psychology of immigration, including a review of at least 10 empirical articles (15 would be ideal), and organize what you have learned in a mock chapter for a textbook. This paper will be approximately 2500 words (plus a cover page and APA-styled references; the rubric is on BrightSpace).

In this assignment, students will select a topic of their choice but they should focus on a particular context and/or a specific group of migrants, and connect your topic with theories you learned in class and new concepts you learned from the literature you search. You should be able to give research/ theoretical recommendations for researchers/students who are studying the psychology of immigration.

Some general suggestions are to focus on an immigrant subgroup (e.g., refugees, a particular group of refugees, international students, foreign workers, undocumented migrants), immigrants in a specific generation group (e.g., 1.5 generation, 2nd generation, 2.5 generation), immigrants of particular cultural background, immigrants with different demographics (e.g., gender and social class, LGBTQ+ migrants), a particular developmental period of immigrants (child, adolescent, or older adults), immigrants with a specific religious affiliation, indigenous peoples in the immigration context of Canada (e.g., intergroup relations between indigenous community and immigrant community), immigrant child/youth in different educational contexts (e.g., middle school), adult English learners, immigrants in a specific setting (industry/organization/ health care), and/or migrants in a particular community (e.g., China town, international center/program at the university, study abroad program).

- (2) *Presentation:* finally, you and your group partners will be responsible for preparing a 15-minute lecture or presentation based on your chapter (or part of it) and instruct the class on the topic, especially the new theories/ concepts you learned from your literature search. The lecture or presentation can be presented in person or online (e.g., record a video and play it in class). I encourage students to present their research in creative ways yet keep it **informative and professional**. The rubric for the presentation is on BrightSpace.

IMPORTANT: Please set up group meetings with the instructor to discuss and finalize your research topic as early as you can. In addition to the group assignments, each student has to submit a form (see BrightSpace for a self and peer evaluation) indicating how much of the teamwork was your own and to what extent the teamwork was conducted by other students.

5. Peer review (5%)

Each student is asked to review a draft from a different group. And the guidelines for peer review is provided on BrightSpace.

Additional Information:

1) Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, 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 events, please let me know so that we can make arrangements for you.

2) Territorial Acknowledgement

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

3) Attendance and absences

To succeed in this course, you should attend every class because I will present a great deal of material not covered in your textbook and expand on important points in the text. But extenuating circumstances may arise that can make this difficult to attend every class. If you cannot attend a class, I would encourage you to ask for your classmate to share their notes with you, and I also encourage that everyone in this class helps each other out when you classmate ask for your help.

Medical documentation for short-term absences is not required for the Fall 2021 term (approved by Senate). Attendance is important. Students who can not attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any assignment by the end of the term students are required to submit a request for academic concession.

Policies regarding undergraduate student academic concessions and deferrals are also detailed on the [Undergraduate Records Students](#) must submit a submit a Request for Academic Concession.

4) Child Care and Child-Friendly Policy

It is my belief that if we want diversity in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Come talk to me about how I can make you feel supported. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) Grade Appeals

If you feel strongly that your grade on an exam or written assignment was unfair or mistaken, you must express that concern to me via email or in person during my office hours (NOT before or after class) within one week of the date that the grade was first posted on BrightSpaces.

6) 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

7) Class recording

Be aware that sessions in this course may be recorded to allow students who are not able to attend to watch later. The recording will be posted in Brightspace. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording and privacy please contact privacyinfo@uvic.ca.

8) Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).

UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
SPRING 2022

Prerequisite

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 May 2020 (<https://www.uvic.ca/calendar2020-05/undergrad/index.php#/content/5db888a563f365001a66a44b>).

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 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 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://uviceombudsperson.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: uviceombudsperson.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



A Note on Self-Care

Remember 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/