

**Psychology 201, Winter Term, 2023**  
**A Critical Approach to Research Methods in Psychology**  
**CRN 22826**

Time: 10:00 – 11:20 AM (M, Th)  
Room Location: Bob Wright Centre A104

Join Zoom Meeting

<https://us02web.zoom.us/j/88236812280?pwd=TW00Q1FwdUU4aFNJS3pBYXpmRWFlZz09>

(Passcode: 153200)

**Lecture Facilitators**

Jim Tanaka, In-person or Zoom meetings by appointment. Email: [jtanaka@uvic.ca](mailto:jtanaka@uvic.ca). Eric Otis Geddes, In-person or Zoom meetings by appointment. Email: [ericmah@uvic.ca](mailto:ericmah@uvic.ca)

**Lab Coordinator**

Otis Geddes, Zoom or in-person meetings by appointment, Email: [otisg@uvic.ca](mailto:otisg@uvic.ca)

**Course description**

In this course, you will be introduced to the theoretical assumptions and research methods applied in psychological research. Psyc 201 – A Critical Approach to Research Methods in Psychology – is a synchronous hybrid course that will be taught in-person and remotely via Zoom. In this course, you will have an opportunity to experience first-hand, the thrill, excitement (and occasional disappointment) of doing real psychological experimentation. The course will emphasize the conceptual rationale underlying quantitative and qualitative approach to psychological research. The topics covered in the course include the nature of variables, types of measurement, how to generate and test hypotheses, types of validity, and how to interpret and report results. We will discuss and critique the assumptions of standard hypotheticdeductive methods and consider alternatives. We hope that the course will provide you with the knowledge, technical skills and inspiration to conduct scientific research in psychology.

Psyc 201 is divided into two parts: a lecture component and a lab component. In lecture, we will discuss the theories, assumptions and methods used to study the mind and behavior in psychology. In lab, you will have an opportunity to design your own psychological experiment on implicit bias using the TELLab software program. You will have the chance to collect and analyze data from lab members and present your findings at our end-of-term virtual conference. **The lecture portion constitutes 75% of your final grade and the lab portion constitutes 25% of your final grade.**

**Intellectual goals**

We feel that it is our responsibility to provide you with solid training in the scientific study of behaviour and mind. It is our hope that through this course, you will learn to “think like a scientist”. Our goal is for you to build your scientific reasoning skills in scientific literacy in the areas of reading and writing. For the reading portion, you will be asked to read and critique psychological papers and offer your comments on a learning platform called Perusall (<https://perusall.com>). Perusall teaches you the proper way to read and critique a scientific article. Perusall tracks the amount of time you spend reading an assigned article and awards marks for the number of visits and the quality of your comments. To strengthen your analytic writing skills, the three exams will be in essay format. The essays will be evaluated based on the quality of the writing (e.g., grammar, structure), integration of course concepts and conciseness.

### Respect for diversity

We acknowledge the Songhees, Esquimalt and *W̱SÁNEĆ* (*wh-sah-nuch*) peoples on whose traditional territory the University of Victoria stands and whose historical relationships with the land continue to this day. It is my intent 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 our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Please let us 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. Know that we value your presence as a learner and student in Psyc 201.

### Prerequisites

Psyc 100A - Introductory Psychology I (1.5)

Psyc 100 B- Introductory Psychology II (1.5)

### Course Requirements

1.) *Three take-home exams (70%)* – Three in-class tests will be given based on material presented in lecture or in the text. The exam will be in essay format. The essay questions will be taken from a list of “think” questions for each of the three sections (“Thinking Rationally”, “Qualitative and Quantitative Approaches”, “The Psychology Experiment”). The exams will focus on new material, however, major concepts from a previous sections may also be tested. Please see schedule below for specific dates of the exams.

2.) *Semi-weekly quizzes (10%)* –On each Thursday, a multiple-choice version of the questions will be posted on **Brightspace** and you will have until 11:59pm on Sunday to complete the quiz. The quiz questions will be taken from the lecture and readings. You are encouraged to consult with other students in the class for your responses. You will have two attempts to complete the quiz and we will accept your highest mark. After each Quiz attempt, you will be able to see *how many* questions that you got correct overall. You will not be given information about whether your correct or wrong responses about specific items. If after the Quiz deadline you would like to know your performance on specific items, the teaching assistant will be available to meet and review individual quizzes during Zoom office hours the week after each Quiz deadline.

3.) *Perusall Target Readings (10%)* – For each of the three sections, students will be assigned 1-2 target articles and asked to comment on the paper via Perusall (<https://perusall.com/>). *Perusall* is an e-reader platform that allows students to annotate the assigned readings and engage in topic discussion similar to social media posting using “like” comments, hashtags, emoticons, and link. Engagement will be evaluated according to the frequency and quality of the comments and responsiveness to the comments of others.

Please make sure that you register for Perusall as soon as possible using the instructions below! **The first article has already been posted.**

1. Go to <https://perusall.com/>, click *Login*, and then either log in using your Facebook, Twitter, or Google account, or create an account using your email address and password.

Select *I am a student* and enter the following course code:

TANAKA-UCB9L

Articles will be posted on Perusall 10-11 days in advance. Perusall will not allow you to make any comments or changes after the due date has passed (11:59pm on the due date). Engagement will be evaluated according to the frequency and quality of the comments and responsiveness to the comments of others. Perusall has a built-in grading system which will grade your comments based on their depth and

insight. For each reading assignment, you will be evaluated on a “0 to “10” scale. Please see the general Perusall guidelines below.

*General Perusall Guidelines:*

Please see the posted rubric (‘Perusall rubric) and scoring examples (‘Perusall scoring examples) on Brightspace (under the folder ‘Perusall’) for guidance on how to score well. In terms of the particular grading settings for this course, **we expect minimum five high-quality comments** to score well. Comments can either be stand-alone or in response to someone else's comment. The majority of your grade is based on these comments; however, there are a few other components that contribute to your grade:

- Commenting throughout the reading (i.e., not having all your comments on one page)
- Spending a sufficient amount of time reading each page of the assignment
- Reading all the way to the end of the assignment
- Posing thoughtful questions and comments that elicit responses from classmates ·  
Upvoting thoughtful questions and helpful answers (upvote by clicking on the check mark in the top right corner of someone's comments)

**Perusall Articles**

Article 1 (Section 1): Lilienfeld, S. O. (2010). Can psychology become a science? *Personality and individual differences*, 49(4), 281-288.

Article 2 (Section 2): Hayward, A., Sjoblom, E., Sinclair, S., & Cidro, J. (2021). A New Era of Indigenous Research: Community-based Indigenous Research Ethics Protocols in Canada. *Journal of Empirical Research on Human Research Ethics*, 15562646211023705.

Article 3 (Section 2): Sale, J. E., & Thielke, S. (2018). Qualitative research is a fundamental scientific process. *Journal of clinical epidemiology*, 102, 129-133.

Article 4 (Section 3): Nichols, A. L., & Edlund, J. E. (2015). Practicing what we preach (and sometimes study): Methodological issues in experimental laboratory research. *Review of General Psychology*, 19(2), 191-202

4.) *Presence (5%)* – Your attendance and presence at lecture is strongly encouraged. As a record of your attendance, *snap* quiz questions will be given at various points in the lecture. The purpose of the questions is to probe and reinforce your understanding of the presented material. *Your responses will not be marked* but used as an indicator of your attendance at the lecture. The presence mark will be determined based on the percentage of your attendance. For example, if you attended 75% of the lectures, your presence mark will be 3.75% (75 x 5%). Students who attend at least 90% of the lectures will receive a bonus mark of 1%. For example, if you attended 95% of the lectures, your presence mark will be 4.75% (.95 x 5%) plus the 1% bonus for a total of 5.75%. For in-person attendees, you can register your Zoom response either on your laptop or on your cell phone.

5.) *Breakout Room Activities (5%)* – For each of the three content sections, we will have a breakout room activity where you and fellow group members will discuss a key concept, topic or question presented in lecture and the readings. The group will be responsible for generating a synopsis of the ideas discussed in the group either in written, visual (e.g., diagram, picture) or audio format. At the end of the lecture, the group will submit the synopsis on Zoom and the submission will be evaluated based on the quality of its content and integration of course concepts. With the exception of Breakout Activity #2, breakout activities will be marked on a pass/fail basis. Unless prior permission is granted, late assignments will not be accepted.

Breakout Activity #1 (1%): *Fake news and echo chambers (pass/fail)*

Breakout Activity #2 (3%): *Semi-structured personal interview on one’s sense of place (marked)*

Breakout Activity #3 (1%): *Calculating variability (pass/fail)*

### **Summary of Course Requirements**

Exams = 70%

Weekly Quizzes = 10 %

Perusall Readings = 10%

Presence = 5%

Breakout room activities = 5%

### Grading Standards

A+ = 90 - 100%

A = 85 - 89%

A- = 80 - 84%

B+ = 77 - 79%

B = 73 - 76%

B- = 70 - 72%

C+ = 65 - 69%

C = 60 - 64%

D = 50 - 59%

F = <5

The final letter grade in the course will be based on total percent score rounded to the third decimal point as shown: Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89% (A).

Students who have completed the following elements will be considered to have completed the course:

- 1.) *Three take-home exams*
- 2.) *Semi-weekly quizzes*
- 3.) *Perusal Target Readings*

Failure to complete one or more of the above elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0.

In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.”

**Supplemental no-cost electronic text:** The lecture and assigned Purusal readings will be supplemented by selected chapters from the online text by Price, Jhangiani and Chiang entitled *Research methods in Psychology—2nd Canadian Edition*. The text can be downloaded free of charge here: <https://opentextbc.ca/researchmethods>. See course calendar for the assigned chapters corresponding to the course topic.

**A word about lecture notes**

We will post my course notes on Brightspace by 10 PM the evening before each lecture. For updated lectures, I will post the and label them as “update” followed by the day and date. The lectures will be recorded and posted on Brightspace within 24 hours.

**Absentee policy**

Students who miss an exam should make arrangements with the instructor to take a makeup exam.

Date	Day of Week	Topic	Perusal Reading Assignments (Required)	Supplemental Chapters (Price et. al)
<i>Section 1: Rational thinking</i>				
Jan. 9	M	<i>Introduction to course facilitators, discussion of course, expectations, hybrid format</i>		Chapter 1: Science of psychology
Jan. 12	TH	<i>Non-scientific approaches to human behavior</i>	Article 1 POSTED	
Jan. 16	M	<i>Biases in everyday thinking</i>		
Jan. 19	TH	<i>Fast and slow thinking &amp; Implicit Attitudes Test</i>		Chapter 2: Getting started in research
Quiz #1 due Sunday @ 11:59pm				
Jan. 23	M	<i>Pseudoscience versus real science</i>	Article 1 DUE	
Jan. 26	TH	<i>Hypotheses and theories</i>		
Quiz #2 due Sunday @ 11:59pm				
Jan. 30	M	<i>The importance of replication – Echo Chamber In-class Activity</i>		
Feb. 2	TH	<i>IN-CLASS - EXAM #1 (30% of lecture mark)</i>	Article 2 POSTED	
<i>Quantitative and Qualitative Approaches to Science</i>				
Feb. 6	M	<i>Scientific ethics – Sins of the scientist</i>		Chap. 3
Feb. 9	TH	<i>Ethics vs. morality: Romanian Orphanage Study</i>	Article 2 DUE	
Quiz #3 due Sunday @ 11:59pm				
Feb. 13	M	<i>Correlations – Positive, negative, strong, weak</i>	Article 3 POSTED	Chapter 4: Theory in psychology
Feb. 16	TH	<i>Correlations to causation</i>		Chapter 6: Experimental research
Quiz #4 due Sunday @ 11:59pm				

Feb. 20	M	<i>Spring Break (No Class)</i>		
Feb. 23	TH	<i>Spring Break (No Class)</i>		
Feb. 27	M	<i>Barriers to validity</i>	Article 3 DUE	Chapter 7: Non- experimental research
Mar. 2	TH	<i>External validity and Placebo Effects</i>		
Quiz #5 due Sunday @ 11:59pm				
Mar. 6	M	<i>Qualitative approaches</i>		
Mar. 9	TH	<i>In-class Activity #2: Semi-structured interview</i>		
Mar. 13	M	<i>IN-CLASS- Exam 2 (30% of lecture mark)</i>	Article 4 POSTED	
<i>Section 3: The psychological experiment</i>				
Mar. 16	TH	<i>Descriptive stats - means</i>		
Mar. 20	M	<i>Descriptive stats - variability</i>	Article 4 DUE	
Quiz #6 due Sunday @ 11:59pm				
Mar. 23	TH	<i>Hypothesis testing: Independent, variables and finding differences</i>		
Mar. 27	M	<i>Effect size and error bars</i>		
Mar. 30	TH	<i>IN-CLASS - Exam 3 (10% of lecture mark)</i>		
Apr. 3	M	<i>Virtual Conference I</i>		
Apr. 6	TH	<i>Virtual Conference II</i>		

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Winter Session 2022/23

### **Accessible Learning**

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

### **Attendance and Absences**

**Attendance is important.** Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

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

### **Children and Pets**

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

### **Class Recording and Auto-Captioning Statement**

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

### **Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online**

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)



## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

The instructor values your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

## Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

## Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

## Ombudsperson and Academic Concerns

From the course calendar...

*Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Department Associate Chair; third, the Dean of the faculty; and finally, the Senate.*

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

## Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar January 2023.

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

### **Other useful resources on Plagiarism and Cheating include:**

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on **Avoiding Plagiarism**

## Prerequisites

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

## Program Requirements

For more information see the [UVic Calendar](#).

## Registration Status

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

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

## Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **What to do if you miss the final exam scheduled during the formal exam period**  
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- **What to do if you miss an exam other than one scheduled during the formal exam period**  
Do not apply at Records Services for a “Request for Academic Concession”. Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam and include the [in-course extension form](#) if required. Medical documentation is not required.
- **What to do if you require additional time to complete core course requirements**  
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

## Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

## Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

## This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

## University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

### Academic Important Dates

#### Winter session - second term (January – April)

Monday, Jan 9 <sup>th</sup>	Second term classes begin for all faculties
Sunday, Jan 22 <sup>nd</sup>	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 <sup>th</sup>	Last day for adding courses that begin in the second term
Tuesday, January 31 <sup>st</sup>	Last day for paying second term fees without penalty
Sunday, Feb 12 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 <sup>th</sup> - Feb 24 <sup>th</sup>	Reading Break for all faculties
Tuesday, Feb 28 <sup>th</sup>	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 <sup>th</sup>	Last day of classes in second term for all faculties
Apr 11 <sup>th</sup> - Apr 26 <sup>th</sup>	Second-term formal examination period

## Sexualized Violence Prevention and Response at UVic

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

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

# BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

## ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

## ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

## ***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/](http://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/](http://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/student-wellness/wellness-resources/mental-health/>