

CRN: 24297

Monday, Wednesday, Thursday, 3:30pm to 4:20pm
Clearihue, Room: A127

Instructor: Dr. Lea Waldis
Contact: leawaldis@uvic.ca / **Office:** COR B322
Office hours: by appointment

TA: Emily Spargo
Contact: espargo@uvic.ca
Office hours: by appointment

Prerequisites:

Complete all of: **PSYC201** - Research Methods in Psychology

Complete 1 of: **PSYC231** - Introduction to Social Psychology, **PSYC260** - Introduction to Mental Health and Well-Being

Required Text:

Funder, D. (2019). The Personality Puzzle (8th Edition). New York: Norton.

Course Description:

We reflect on and evaluate people's personalities on a daily basis. Each person has their way of describing their personality and that of others. We use our own words to describe personality (e.g., "outgoing," "pessimistic"). These are the colloquial terms we use to describe personality. In this course, we will take these things we do in everyday life and look at personality from a more scientific perspective. We will explore what personality is, the basis of it, how it is studied and assessed, and how we can see it in everyone around us. Personality theory will be presented from several perspectives, including trait, biological, learning/cognitive, and phenomenological.

Course Objectives:

- Understanding of what personality psychology is, why it is important, and how it is studied
-> ability to comfortably discuss the material with colleagues, friends, and acquaintances
- Understanding of the origins of personality theory, as well as modern applications of traits (especially the Big Five). Relation of personality theory to self and society.
- Ability to describe personality and the ways it changes (and stays the same) throughout the lifespan.
- Understanding of the importance of culture and diversity for all research, including personality psychology.
- Ability to think critically about scientific research in general and specifically in the domain of personality psychology.

Course Strategies:

This course outline contains general information about the course objectives, evaluation, and schedule. It is your responsibility to **check Brightspace regularly** for any updates.

- Think of our class as a community. Students will be divided into small groups of approximately 5-7 students each (depends on how many students will register for the course). Each student is an important member of a small group and an important value in this course is to show up for each other.
- During class time on Mondays and Wednesdays, I will lead a lecture on the topics from the textbook. On Thursdays, we'll have team presentations, group discussions and time for each team for working on their presentation.

Respect for Diversity:

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

What's Expected of Students

- Think about the material and where it originates. Question what you are learning. Aim to consider how the material applies to your own life, experiences and knowledge.
- Think deeply and critically about the material.
- Read the textbook (preferably finish reading each chapter before the lecture when it is covered). It is well-written, in a very accessible at times even humorous! style. You might enjoy it!
- Complete midterms and the final paper on time.
- If you register late for the course, you are responsible to get in touch to make up missed requirements.
- **If you have any questions:**
 - Bring them up during the lecture
 - Bring them up with your team - perhaps your teammates can answer.
 - Post them on Brightspace for anyone to answer.
 - Email the instructor or the TA (see communication below): this should really be the last resort. It is to everyone's advantage to give all learners a chance to hear and answer material-related questions.

What You Can Expect of Me

- I care about your learning success. If there is a problem that is negatively affecting your course performance, please contact me immediately so that we can develop an appropriate plan to help you succeed in this class.
- I will do my best to make even the most boring material interesting. I care about the topic.

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

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

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

Communication:

- **Brightspace:** There are a few different discussion boards on Brightspace. The General Questions Discussion Board is where you should post questions about the course that might be relevant to your classmates. Think of it as an FAQ forum. Each weekly module on Brightspace also has Content Discussion Boards. Post on the content discussion boards if you have questions or comments about the material.
- **Emailing Lea Waldis** leawaldis@uvic.ca: Email me if you have short, specific content questions, you are in need of any kind of accommodations, or you would like to schedule a meeting. You must include "PSYC 330" in the subject line of your e-mail for me to respond in a timely manner. Without the course name in the subject line, it might get filtered to spam. Make sure you put your name and student number at the end of your message. If you email after 6 pm, I am unlikely to respond until the next day. If you email over the weekend (let's say the weekend starts at 6pm on Friday), I am unlikely to respond until Monday.
- **Emailing our TA Emily Spargo** espargo@uvic.ca: Email Emily if you have questions about grading, discussion boards, or attendance. You can also email Emily if you would like to schedule a meeting with her.
- **Computer Help Desk:** If you are having technology issues, contact the computer help desk. helpdesk@uvic.ca

Course Requirements: (further details on assignments will be provided in class)

A. Participation (10%)

Regular attendance is expected and active participation is essential. Your participation is important! Showing up for your peers and the Community is important. The success of everyone's presentations (see team presentations) depends, among other things, on the participation of all other students. To effectively demonstrate your presence, attend class (especially during team presentation days on Thursdays – you will write your name on a question sheet, which will be submitted at the end of the team presentation days). Active listening, openness, and respect are all important aspects of participation I also hope that you will bring

ideas and stories during the lecture (though this is optional—just participate at the community level if you feel comfortable doing so).

B. Team presentation (35%)

During the meetings on Thursdays, each team will choose a research article related to one of the course topics and present it to the class (approx. 15 minutes). In the second part (approx. 10 minutes), the team can choose to present another research article or paper, or to present images, music, movies, art, or literature from the popular media that reflects their chosen topic. Students should be prepared to show the class their chosen media piece(s) (suitably edited if it is a longer TV show or movie), and explain how the chosen media reflects their chosen topic. Students may choose one longer media piece (e.g., a movie) and apply multiple concepts, or 2-3 shorter media pieces (e.g., music videos, commercials, magazine articles) that all reflect various aspects of a single concept. Among other things, particular emphasis is placed on how the whole group is involved when evaluating presentations. Therefore, I encourage all presenters to engage the entire group in their presentation, actively plan their discussion and (if possible) group activities, and make the presentations as interesting and varied as possible. In the third part, the team will lead 10-minute group discussions facilitated by the presenting team. The presenting team is responsible for providing the content as well as the discussion questions, while the attending teams are responsible for actively listening to the content and answering the posed questions. More information about this as well as the grading rubric for the presentation will be provided during the first weeks of the semester.

To find a suitable article for their presentation, each team independently conducts a literature search using Google Scholar or PsycInfo. However, during the remaining 10-15 minutes of the team presentation days, all teams will have the opportunity to prepare for their presentation and talk with me and Emily about their ideas, plans and article selection.

All team members are expected to participate equally in this assignment. Students will be graded as a “group,” rather than individually to simulate team environments in real-world contexts. If individual students feel they are contributing disproportionately to their group work while others are contributing noticeably less, we ask that they discuss this with me or Emily immediately.

C. Midterms (30% Total -- 2 @ 15% each)

During class time, there will be two midterms, which will include multiple choice and short answer questions. Midterms will focus on material covered since the last test, but may also include some cumulative content.

D. Final Paper (25%) characterization of a famous person

A 4-6 page paper focused on the application of personality theory to a (fictional or non-fictional) character (APA format). You will respectfully provide evidence for the characterization (evidence can be peer-reviewed or based on grey literature i.e., newspaper/magazine quotes or interviews, paraphrasing of film clips, tweets, etc). The paper can be turned in at any point during the term, but the **final due date is April 6th at 6pm**. Detailed instructions as well as the grading rubric will be provided at the beginning of this course in a separate document and will be explained in class.

If you need more time to complete course requirements, or need to reschedule a midterm exam, you are required to [request an in-course extension](#)

- Students who have completed the following elements will be considered to have completed the course: Elements A, B, C, and D.
- Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage on 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.

Assignment Schedule		
	Percent of grade	Due date
Participation:	10%	N/A
Team presentation:	35%	N/A
2 x Midterms:	30%	Feb. 16 and Mar. 30.
Final Paper:	25%	April 6 th at 6pm

Assignment of grades:

The final letter grade obtained in the course will be based on your total scores for all the assignments. Rounding will occur only once: when calculating your final grade. Grades are assigned using the [Undergraduate Grading Scale](#)

We acknowledge and respect the ləkʷəŋən 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

Class Schedule & Assigned Readings

Monday, Wednesday, Thursday, 3:30pm to 4:20pm

Week	Date	Topic	Textbook Chapter	Assignments
1	Jan. 9 Jan. 11 Jan. 12	Introduction: The Study of the Person; explaining course format, requirements, semester schedule, Brightspace	Ch. 1	
2	Jan. 16 Jan. 18	Personality Research Methods	Ch. 2	
	Jan. 19	Personality Research Methods		Work in teams
3	Jan. 23 Jan. 25	Personality Assessment	Ch. 3	
	Jan. 26	Personality Assessment		Team presentations
4	Jan. 30 Feb. 1	Persons and Situations & Personality Judgment	Ch. 4 & 5	
	Feb. 2	Persons and Situations & Personality Judgment		Team presentations
5	Feb. 6 Feb. 8	Traits & Types: The Big Five and Beyond	Ch. 6	
	Feb. 9	Traits & Types: The Big Five and Beyond		Team presentations
6	Feb. 13 Feb. 15	Personality Stability, Development, & Change	Ch. 7	
	Feb. 16			Exam #1 (Ch. 1-6)
7	Reading Break: Monday, Feb. 20th until Friday, Feb. 24th (no classes)			
8	Feb. 27 Mar. 1	The Anatomy & Physiology of Personality	Ch. 8	
	Mar. 2	The Anatomy & Physiology of Personality		Team presentations
9	Mar. 6 Mar. 8	Genetics & Evolution: The Inheritance of Personality	Ch. 9	
	Mar. 9	Genetics & Evolution: The Inheritance of Personality		Team presentations
10	Mar. 13 Mar. 15	Humanistic & Cross-Cultural Approaches	Ch. 12 & 13	
	Mar. 16	Humanistic & Cross-Cultural Approaches		Team presentations
11	Mar. 20 Mar. 22	Behavioural & Cognitive Approaches	Ch. 14	
	Mar. 23	Behavioural & Cognitive Approaches		Team presentations
12	Mar. 27 Mar. 29	Relationships and Business	Ch. 16	
	Mar. 30			Exam #2 (Ch. 8, 9, 12, 13, 14)

13	Apr. 3 Apr. 5	Mental Health and Physical Health & wrap up	Ch. 17 & 18	
	Apr. 6	Mental Health and Physical Health & wrap up		Team presentations
	Final paper “characterization of a famous person” due: April 6th at 6pm			

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

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

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. 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/>.

¹ 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; Web: 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!

Academic Important Dates

Winter session - second term (January – April)

Monday, Jan 9 th	Second term classes begin for all faculties
Sunday, Jan 22 nd	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 th	Last day for adding courses that begin in the second term
Tuesday, January 31 st	Last day for paying second term fees without penalty
Sunday, Feb 12 th	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 th - Feb 24 th	Reading Break for all faculties
Tuesday, Feb 28 th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 th	Last day of classes in second term for all faculties
Apr 11 th - Apr 26 th	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. 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

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/. 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/student-wellness/wellness-resources/mental-health/>