

*We acknowledge and respect the lək'wəḡən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.*

*I recognize how privileged I am to learn, work, and play on this beautiful territory.*

# Psychology 375 A02



## Interpersonal Relationships

Spring (Jan-Apr) 2023 (CRN: 22877)

*\*Please note: Although an unlikely event, I reserve the right to modify this course outline. Any changes will be announced to you in advance (both in class and posted on Brightspace).*

©Dr. Jessica Rourke

## Psyc 375 A02 – Interpersonal Relationships

Spring (Jan – Apr) 2023 (CRN: 22877)

TWF 12:30pm – 1:20pm

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## MEET YOUR INSTRUCTOR and TA

**Instructor:** Dr. Jessica Rourke (she/her)

My degrees are in Social-Personality Psychology, with my main area of research being forgiveness. In addition to teaching at UVic, I teach online at TRU, and have either worked or volunteered in the field of restorative justice for over a decade.

**Contact:** [jrourke@uvic.ca](mailto:jrourke@uvic.ca)

**Office hours:** TBA



**Teaching Assistant (TA):** Maria Stepanyan (she/her)

**Contact:** [mstepanyan@uvic.ca](mailto:mstepanyan@uvic.ca)

**Office hours:** By appointment

### Contacting Us:

- Please come to office hours, or email: [jrourke@uvic.ca](mailto:jrourke@uvic.ca) or [mstepanyan@uvic.ca](mailto:mstepanyan@uvic.ca). Do not message us through Brightspace (we will not receive it!)
- ***Please include "Psyc 375" in the subject line of your e-mail*** and make sure you include your name and student number at the end of your message
- Please allow 2 business days for a reply. If we have not replied within that time frame, re-send your message and let us know it is the second time you are sending it
- Please do not contact us to find out when assignments or exams will be graded. As soon as the grades are ready, they will be posted
- You need to make an appointment to see Maria during office hours. You do not have to make an appointment to see Dr. Rourke during office hours, however, priority will be given to those students who have booked an appointment

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### Course Description

In this course we will explore social psychological concepts and theories related to interpersonal relationships – specifically, romantic relationships. For example, we'll discuss:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- how the way we think and feel about ourselves impacts us in romantic relationships</li> <li>- things that contribute to us feeling attracted to others</li> <li>- healthy and unhealthy communication in relationships</li> </ul> | <ul style="list-style-type: none"> <li>- consent, power, and abuse in relationships</li> <li>- conflict and things that help us move through conflict</li> <li>- the dissolution of relationships</li> <li>- things that help us maintain our relationships</li> </ul> |
|--|--|
-

## Course Readings

The textbook for this course is available at the UVic bookstore: Miller, R. S. (2022). *Intimate Relationships* (9th ed.). McGraw-Hill.

- Currently, the price for a digital copy of the textbook is \$61.95 (new, physical copy is: \$106.95). You will be tested on material from the textbook (as well as lecture).

Many students report keeping the textbook for future reference, however, like most textbooks out there, it isn't without its issues (e.g., focusing for the most part on heteronormative relationships and presenting some outdated perspectives on gender). I endeavour to address this with content in lectures, and am always open to receiving your expertise and suggestions!

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## Course Delivery & Learning Outcomes

This class is interactive: you'll be expected to participate in class discussions and activities, ultimately contributing to the learning of your peers. I encourage you to bring additional readings, knowledge, and insights from personal experiences into the course. My goals are that by the end of this course you will be able to:

- understand and apply psychological concepts, models, and theories pertaining to romantic interpersonal relationships
- demonstrate critical thinking and engage in meaningful discussion about the subject
- identify connections among the various course topics
- reflect on the way values, beliefs, and biases influence relationships
- apply skills to your own life to improve your relationships

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## Respect for Diversity

My intent is that students from diverse backgrounds, perspectives, and life experiences be well-served by this course, that students' diverse learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

I aim to present materials and activities that are respectful of diversity, including such things as: gender, sexuality, ability, age, body-size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. In a constructive way, please let me know how I might improve the effectiveness of the course for you personally or for other students or student groups. If any due dates/test dates conflict with meaningful religious or cultural events in your life, please let me know so we can address that.

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## Prerequisites

PSYC 201 and 231 are prerequisites for this course. Being allowed to register in a course without having completed the prerequisites is rare. If this were to occur, and you remained in this course without having completed the prerequisites, you would be doing so at your own risk.

\*Successful completion of this course DOES NOT exempt you from having to complete the prerequisites at a later date if they are required for your degree program.

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## Course Website

On Brightspace you will complete the weekly quizzes as well as your three tests.

I will also post:

- the course syllabus
- detailed assignment information (including SONA bonus points)
- information for in-class activities
- class announcements (e.g., when grades have been posted)

Please make sure you regularly check whichever email you've got linked to Brightspace (I recommend linking your UVic email...it will be the most secure) because any announcements posted to Brightspace will be sent to that email.

Brightspace is where you will submit most assignments. There will also be informal discussion forums so you can connect with your classmates (e.g., to form a study group).

**\*\*If anything on our website (including documents) presents any accessibility issues, please let me know and I can send you the information in plain format.**

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## Grades

If you are disappointed with a grade, please arrange to meet with myself or Maria to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded. ***We will not review a grade/assignment if you contact us later than 7 days after the grade was first posted.***

Please note that an A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and goes beyond course expectations. Please see information on what constitutes letter grades at UVic in UVic's course policies, beginning on p. 10.

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## Extensions

Should you need an extension, please feel free to speak to me about it **BEFORE** the due date. Late submissions of assignments are accepted – please see p. 9 for more information.

If you are having trouble getting started on an assignment, do not hesitate to make use of our office hours – we would love to help you! For information on Academic Concessions (e.g., Deferred Status Due to Illness, Accident or Family Affliction) please see the UVic Course policy information beginning on p. 10.

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## If You Miss A Test

*If you miss a test due to illness or a family emergency, contact me by email at [jrouke@uvic.ca](mailto:jrouke@uvic.ca) as soon as possible and explain that you missed the test and why. I will inform you when your make-up test will be held.*

***\*If you miss a test and fail to contact us within five days of the test date, we will consider you to have not completed a major course requirement and will assign an N mark (failure due to not completing a course requirement) for the course.***

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## If You Require Special Arrangements Due to a Diagnosed Condition

1. You must be officially registered with the Centre for Accessible Learning – please see <https://www.uvic.ca/services/cal/onlineservices/register/index.php> for more information. I will automatically be informed of your registration with them.
2. Prior to your test, if you have any questions about your accommodation, please contact me, via email: [jrouke@uvic.ca](mailto:jrouke@uvic.ca)

## Tentative Course Schedule

DATES	LECTURE TOPICS	READINGS & QUIZZES (complete 6 of 11 quizzes)
JAN 10, 11, 13	<b>Introduction to course</b>  <b>Building Blocks of Relationships</b>	Ch. 1 (Quiz 1: due NEXT WEEK, Jan 22, 11pm)
JAN 17, 18, 20	<b>Building Blocks of Relationships</b>  <b>The Self and Attachment Theory</b>	1. <u>Journal article (PsycInfo, UVic library webpage)</u> : Suppes, B. (2021). Using self-compassion to influence romantic relationship satisfaction: A case study of women. <i>Journal of Feminist Family Therapy</i> , 33(3), 244-269. 10.1080/08952833.2021.1880185  2. <u>Webpage</u> : <a href="http://labs.psychology.illinois.edu/~rcfraley/attachment.htm">http://labs.psychology.illinois.edu/~rcfraley/attachment.htm</a>  *Quiz 1 (Ch 1): due Jan 22, 11pm
<b>JAN 22: Last day to drop a course without penalty; Jan 25: Last day to officially register in a course</b>		
JAN 24, 25, 27	<b>The Self and Attachment Theory</b>  <b>Social Cognition</b>	Ch. 4 (Quiz 2: due Jan 29)
JAN 31, FEB 01, 03	<b>Test 1 (Jan 31)</b>  <b>Attraction</b>	Test 1 covers material up to Jan 27 (online; open book)  Ch. 3 (Quiz 3: due Feb 05)
FEB 07, 08, 10	<b>Love</b>	Ch. 8 (Quiz 4: due Feb 12)
FEB 14, 15, 17	<b>Sexuality</b>	Ch. 9 (Quiz 5: due Feb 19)
<b>Feb 20 – 24: Reading Break, no classes, no readings; Feb 28: Last day to officially withdraw from course without penalty of failure</b>		
FEB 28, MAR 01, 03	<b>Communication</b>	Ch. 5 (Quiz 6: due Mar 05)
MAR 07, 08, 10	<b>Test 2 (Mar 07)</b>  <b>Conflict</b>	Test 2 covers material from after Test 1 (online; open book)  Ch. 11 (Quiz 7: due Mar 12)
MAR 14, 15, 17	<b>Conflict</b>  <b>Stress and Strains</b>	Ch. 10 (Quiz 8: due Mar 19)
MAR 21, 22, 24	<b>Power and Violence</b>	Ch. 12 (Quiz 9: due Mar 26)
MAR 28, 29, 31	<b>Dissolution and loss</b>	Ch. 13 (Quiz 10: due Apr 02)
APR 04, 05	<b>Maintaining and repairing</b>  <b>Test 3 (take-home; due Apr 11)</b>	Ch. 14 (Quiz 11: due THURSDAY Apr 06)  Test 3 covers material from after Test 2: it will be a take-home test, <b>due online by 3pm</b> Tuesday Apr 11

## Progress Evaluation and Due Dates

Due Date	Value	Brief Description
<b>Quizzes</b> Most weeks, Sundays, 11pm <i>PST</i> . Exception: Quiz 11 is due Thursday April 06	8%	On Brightspace, <b>complete 6 of 11 quizzes</b> of your choice (worth 1.33% each). If you complete more than 6, your lowest quiz grades will be dropped. <u>Quiz due dates:</u> Jan 22, 29, Feb 05, 12, 19, Mar 05, 12, 19, 26, Apr 02, 06 <b>*Because you only need to complete 6 of 11, there are no make-up opportunities offered for missed quizzes</b>
<b>Self-Portfolio Reflection</b> Friday Jan 20, 11pm <i>PST</i>	8%	You will complete a series of self-assessments and then write a 1 – 2 page reflection
<b>Test 1</b> Tuesday Jan 31, online, during class time	17%	Tested on material covered since the beginning of the semester
<b>Advice Column (group work)</b> Wednesday Feb 15, 11pm <i>PST</i>	10%	In a group, you will write an advice column relationship problem & response to that problem
<b>Test 2</b> <b>Tuesday March 07, online, during class time</b>	20%	Tested on material delivered not covered on Test 1
<b>Your choice: Individual or Group Project</b> <b>Wednesday March 22, 11pm <i>PST</i></b>  Option 1: <b>Advice Column Assessment</b> (individual)  Option 2: <b>Consent workshop</b> (individual or group)  Option 3: <b>Creative Project</b> (individual or group)	22%	<b>Option 1</b> (individual project) – Advice Column Assessment: Imagine you have interviewed either the fictional person who was the author in your group’s advice column problem, or their relationship partner. Submit a 3 – 5 page assessment report of the factors (concepts covered in this course) you believe are contributing to their relationship problem  <b>Option 2</b> (individual or group project) – Consent workshop: Create a manual that could be utilized to deliver a consent workshop to Grade 12 or first year university students, making sure your content is well-research and covers several course concepts. Alternatively, create a podcase discussing one aspect of consent, accompanied by a 1 – 3 page summary of how it relates to various course concepts  <b>Option 3</b> (individual or group project) – Creative project: Submit a poem, song, painting/drawing, boardgame, etc. that relates to at least 3 concepts covered in this course. Alongside this, you will need to include a 1 – 3 page critical thinking aspect relating to your project
<b>Test 3</b> “Take home” test (online), due Tuesday April 11 via Brightspace	15%	Tested on material not covered on Test 2
<b>Bonus:</b> SONA research participation or Journal article summaries Thursday April 06, 5pm <i>PST</i>	Up to 2% bonus	Participate (via SONA system) in psychological research (1 hour = 1%) or write 2 journal article summaries (each summary = worth 1%) to earn up to a 2% bonus added to your final course grade. To complete the journal article summary option, you must <u>email me to obtain permission and details by no later than March 01</u>

\*\*\*If you complete the 3 tests and the Individual/Group Project (due Mar 22), you will be considered to have completed the course. Failure to complete any of those elements will result in a grade of “N”, regardless of cumulative percentage of all other elements in the course (“N” is a failing grade and factors into GPA as a “0”). In accordance with UVic’s policies, if you complete all course requirements (the 3 tests and the Individual/Group project), you are not eligible for an academic concession. This means you can only request a deferral for the completion of the required course components (the 3 tests and the Individual/Group Project) and not for non-essential components. \*\*\*

## Grading Details

### Mandatory Course Components

- Completing the 3 tests + the Individual/Group Project (due Mar 22) are mandatory completion requirements to pass this course (not doing so will result in a grade of “N”). Please see p. 8 for further (and important!) details.

### Tests

- There are 3 non-cumulative tests. The first two will be written online during class time and are open book. The 3<sup>rd</sup> will be a “take-home” test (completed online, also open book), due Tuesday Apr 11. There is no final exam during the formal exam period.

### Quizzes

- There are 11 chapter quizzes. You are asked to complete 6. If you complete more, only your best 6 grades will count (I recommend completing them all!). These quizzes are on Brightspace. Quizzes are typically due on Sundays, by 11pm PST (exception is Quiz 11, due Thursday April 6).
- Because you only need to complete 6 of 11, there are no make-up opportunities offered for missed quizzes. I recommend completing the earlier quizzes in case you become ill or busy toward the end of the semester.

### Assignment Submissions

- Assignments will typically be submitted to Brightspace (Word or PDF format)
- Detailed criteria for each assignment (including SONA bonus points) are posted in the “Assessment Information” section on Brightspace. Please see the detailed criteria for each assignment to make sure you submit an assignment that meets the requirements.

### Late Submissions

- To reward students handing in their work on time, each day an assignment is late, 5% will be deducted from your total grade on that assignment. See p. 6 for the course policy on extensions.



***Important: We will be discussing some sensitive topics. As in all courses, please make sure to take care of yourself and check in with me if you need to. Students might discuss sensitive, personal matters – you are expected to maintain confidentiality.***

# 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/>