

PSYC 460 - A01 Family Violence Across the Lifespan

January 2023

CRN: 22889

Instructor: Dr. Lea Waldis

Class times: Tuesday and Thursday, 4:30 pm to 5:50 pm

Office hours: by appointment

E-mail: leawaldis@uvic.ca

Classroom: Clearihue C113

Office: COR B322

Prerequisites: Psyc300A and 365; and one of 332, 338, 366

Pre- or Co-requisites: PSYC 300B.

Required Text:

Miller-Perrin, C. L., Perrin, R. D., & Renzetti, C. M. (2020). *Violence and Maltreatment in Intimate Relationships* (2nd ed.). SAGE Publications, Inc. (US).

Course Description:

This course will examine the various forms of violence that occur within the social context of the family (violence and maltreatment in intimate relationships; VMIR). Forms of VMIR that will be addressed include: child physical abuse, child sexual abuse, emotional maltreatment and neglect, intimate partner violence, dating violence, elder abuse and abuse in understudied populations. Prevention and treatment will be addressed; however, this is not a course that trains or prepares students to be counsellors in the field of VMIR; rather it is intended to provide upper level undergraduate students with an understanding of the theory, research, and practice efforts that have developed within the interdisciplinary field of VMIR.

Course Objectives:

1. To gain knowledge and refute myths about VMIR.
2. To understand the social and cultural factors which contribute to violence within families.
3. To become familiar with social and social psychological perspectives as ways of explaining VMIR.
4. To gain an appreciation for the empirical, scientific literature and research methods used to study VMIR.
5. To be able to review scientific literature on VMIR and to be able to effectively evaluate, interpret, and critique the methodology and results.
6. To be able to propose a novel hypothesis concerning VMIR and design a study to test their hypothesis.

Special Guidelines:

Because of the widespread occurrence of VMIR, it is likely that some students in this class may have had personal experiences with acts of VMIR. Due to the sensitive nature of the course content here are some important guidelines for class behaviour and discussion:

1. **Privacy:** You are *not* obligated to share personal experiences with the class. Think carefully about your personal disclosures and reveal only what you are comfortable sharing with 26 other people.
2. **Confidentiality:** Any personal revelations made in class are considered confidential and should not be discussed by other class members outside of class, especially not in any way which identifies the participants.

3. **This is an academic course**, not therapy or a support group, and should not be used as a substitute for more effective help. Please be aware that this course may raise difficult personal issues for some members of the class. If needed, and with respect for the student's privacy, referral to appropriate resources may be provided.
4. **Respect:** It is important that we respect survivors and their decisions even if we disagree with those decisions. We should also respect perpetrators and recognize their possible history of victimization while still holding them responsible for their actions.
5. **Disagreements** must be handled through constructive dialogue. It is easy to get angry or defensive with those who disagree with us and with entire categories of people. Disagreements must be kept constructive.
6. **Hope:** It is easy to get discouraged when studying this subject. Keep in mind that the situation is better today than it was even 10 years ago because of concerned people who worked for change. Being actively involved in this class (and in your community), reviewing current research and developing new research are all important steps toward contributing to such positive change.

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

- A. **Participation (10%).** Because this is a seminar, regular attendance is expected and active participation is essential. The success of everyone's presentations (see class presentations) depends, among other things, on the participation of all other students. For everyone to have the most positive presentation experience possible, all students are expected to prepare for the respective class and read the appropriate book chapter in advance.

You are allowed to miss up to 2 classes. If you miss more than 2 classes, you must submit a written statement about why you have missed the class. Your rationale will be read by me and will be treated as confidential information. I encourage you to provide as much detail as you feel is necessary to support your request, but only within your comfort level. You don't need to share any information that is sensitive, confidential or that may make you feel uncomfortable.

- B. **Class presentation (40%).** Students will independently prepare **one session** (80 minutes) on a selected topic (see class schedule). Students will be assigned to work in groups of 2-3 for this presentation. During the first part of the session, the chapter of the required reading should be presented. In the second part, the students can cover a freely chosen topic according to their interest, but it has to be related to the presented book chapter. Students can choose research articles and papers, or the presentation of a VMIR or child abuse prevention or treatment program based in Canada. It is also possible 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. Given that the same topic (e.g., child neglect) will be covered in the same week, two presentation groups will be assigned to the same topic. The two groups are asked to discuss how they want to divide the corresponding chapter, so there is no repetition and overlapping between the two presentations.

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 discussion and group activities, and make the presentations as interesting and varied as possible.

All team members are expected to participate equally in this assignment; grades *may* vary between team members in relation to each person's contribution. Presentation dates: **Feb. 7 to March 23.**

C. Annotated Bibliography (20%) DUE: March 20th at 5pm.

Students will write a research proposal for a grant that they will draft based on their reading of this course. The annotated reference list project is the first step in planning their study. See <https://libguides.msvu.ca/apa/annotated>. Their reference list should begin with a short paragraph describing the problem or question they want their proposal to address. They will then conduct a literature search using Google Scholar or PSYCIInfo and create an annotated reference list of at least 5 research articles that provide the theoretical basis for their research proposal. Their reference list must follow the correct APA format. Their reference lists will be evaluated based on adherence to APA style as well as the scope and cohesiveness of the articles they select, their ability to identify the most relevant articles/researchers in the field, and the clarity and level of detail of their summary for each article (i.e., the annotated portion of the project).

D. Grant Proposal Paper (30%) DUE: April 7th at 5pm.

Students will write a research proposal following the format that MSc students use when applying for funding from Canada's tri-council of research granting institutions. We will talk about this assignment in more depth in class and I will provide an example. Students must formulate a hypothesis and propose a study (or more) to test their hypothesis. The end product will be approximately one page, single spaced.

- 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.

2% extra credit. Students in this course may earn **up to 2%** of extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. One (1) hour of participation earns students one (1) SONA credit and credits are given in 0.5 increments, with one (1) credit required for a 1% increase in the student's final grade. For details on participating in research studies, go to the Department of Psychology web site: <https://www.uvic.ca/socialsciences/psychology/research/participants/>. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact your course instructor to arrange for an alternative option involving written assignments.

Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing reviews (two pages double spaced) of journal articles reporting original research relevant to the course. Each review will be worth 1% of extra credit and a maximum of two reviews will be accepted. You must obtain approval from the instructor for the article you have chosen before writing a review. To receive credit, you must follow these guidelines:

- If you wish to select this option, you must notify the course instructor no later than **March 31st**
- Completed reviews must be submitted in printed form no later than the last day of class in this course. Late submissions and electronic submissions will NOT be accepted under ANY circumstances.
- Reviews must be typed.
- Fully identify the title, author(s), source, and year of the article. A copy of the article must be attached to the review.
- Clearly summarize the psychological concepts in the article, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.
- Keep a copy of your review in the unlikely event that we misplace the original.

Assignment Schedule		
	Percent of grade	Due date
Participation:	10%	N/A
Class presentation:	40%	Feb. 7 to March 23
Annotated Bibliography:	20%	March 20th at 5pm.
Grant Proposal Paper:	30%	April 7th at 5pm.

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](#).

Please refrain from using electronic devices/tools (i.e., cell phones, Facebook) during class. Laptops should be used only for the purpose of note taking. If you use a laptop, please try to minimize distractions to other students. Please turn off cell phones before entering the classroom.

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members. As an instructor, I strongly endorse these principles. Please feel free to talk with me after/before class or by appointment anytime during the term. 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.

Class Schedule & Assigned Readings

Tuesdays and Thursdays 4:30 – 5:50

Week	Date	Topic	Assigned Chapters	Assignments
1	Jan. 10 Jan. 12	Introduction and expectations History & Definitions	Chapter 1	
2	Jan. 17 Jan. 19	History & Definitions (continued) Methods & Perspectives	Chapter 2	
3	Jan. 24 Jan. 26	Methods & Perspectives (continued) Abused and abusive Partners in understudied populations		
4	Jan. 31 Feb. 2	Child physical abuse	Chapter 3	
5	Feb. 7 Feb. 9	Child sexual abuse	Chapter 4	2x student presentations
6	Feb. 14 Feb. 16	Child neglect	Chapter 5	2x student presentations
7	Reading Break: Monday, Feb. 20 th until Friday, Feb. 24 th (no classes)			
8	Feb. 28 Mar. 2	Child Psychological Maltreatment	Chapter 6	2x student presentations
9	Mar. 7 Mar. 9	Abuse in Adolescent and Emerging Adult Relationships	Chapter 7	2x student presentations
10	Mar. 14 Mar. 16	Intimate Partner Violence in Adult Relationships: Focusing on Victims	Chapter 8	2x student presentations Annotated Bibliography March 20 th
11	Mar. 21 Mar. 23	Intimate Partner Violence in Adult Relationships: Focusing on Perpetrators	Chapter 9	2 student presentations
12	Mar. 28 Mar. 30	Intimate Abuse of People with Disabilities and the Elderly	Chapter 10	
13	Apr. 4 Apr. 6	Societal Responses to Violence and Maltreatment in Intimate Relationships	Chapter 11	Grant Proposal Paper Apr. 7 th

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

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/>