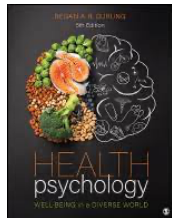


PSYCHOLOGY 332 (A01): HEALTH PSYCHOLOGY (CRN 22838)
UNIVERSITY OF VICTORIA
Spring 2024; January 8, 2024 to April 8, 2024
Mondays & Thursdays 10:00pm-11:20am
Human and Social Development (HSD) A240

We acknowledge and respect the Lək'wəḡən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.

Instructor: Dr. Megan E. Ames
Office: Cornett A192
Phone: 250-721-8771
Email: mames@uvic.ca (preferred)
Office hours: By appointment

Teaching Assistant: Elisa Do
Office Hours: By appointment
Email: edo@uvic.ca



Textbook (required): Gurung, R. A. R. (2024). *Health Psychology: Well-Being in a Diverse World, 5th Edition*. Sage.

*Any additional readings will be available as electronic files through the UVic Library (i.e., e-journals, e-books) and posted to Brightspace. Students are expected to complete assigned readings *before* class to participate in class discussions.

Course Website: A course website at <https://bright.uvic.ca/d2l/home/302161> will be used for posting the course outline, slides used during lectures, assignments, and grades, etc.

Course Description: This course explores psychological influences on *health* and *illness*. This course examines health issues from the standpoint of biological, psychological, and sociocultural factors acting together. Topics include health promotion, approaches to health-behaviour change, health-promoting and health-compromising behaviours, stress and coping, healthcare utilization, patient-provider relations, psychological issues in chronic and terminal illness, and the role of psychological factors in disease and treatment, and the future of health psychology.

Learning Objectives: By the end of this course, you should be able to (adapted from Gurung, 2024):

- Describe and summarize what health psychology is, considering the importance of culture and cultural approaches to health
- Identify and describe health behaviours, and compare and contrast models of health behaviour change
- Describe prominent definitions and major theories of stress, and its complex associations with physical and mental health, well-being, and culture
- Understand the associations between coping and social support, considering factors such as personality, acculturation, and ethnic identity
- Describe factors surrounding illness and the role of the patient-practitioner interaction in treatment
- Summarize models of disability, describe quality of life and factors that influence it, as well as the role of culture, religion, and community in adaptation to disability and chronic illness
- Identify future directions of health psychology research and practice

Prerequisites: The pre-requisites for this course are PSYC 201 and one of PSYC 231, 251, 260. Students who remain in courses for which they do not have the prerequisites do so at their own risk.

Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. Students are responsible for checking their registration status before the end of the add/drop periods.

Learning Format: Class meets twice per week in-person synchronously. During our meetings, you can expect a mixture of lecture, videos, group discussions, and activities aimed to improve your understanding of the text readings and key course concepts. All of these in-class activities are designed to help you to consolidate information, apply key concepts, clarify misunderstandings, and rehearse material to promote learning. You are expected to attend class and read the textbook prior to class. Lectures address some of the core textbook content but will also expand beyond the material in the textbook. We will also use class time for questions and group discussions. If you are not feeling well, you are encouraged to stay home. I will make all slides available on our Brightspace page.

Grading: This course requires attendance, preparation for, and active class participation. Final grades will be calculated based on the following specific elements:

<i>Evaluation</i>	<i>Date</i>	<i>% of Grade</i>
In-class group discussions/reflections	Multiple (see below schedule)	10%
Exam 1*	February 1	25%
Exam 2*	March 7	25%
Final Report*	April 8 by 4:00pm	15%
Final Exam*	TBA (in the exam period)	25%

*Core course assessment requirement (see below).

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number:

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

*Students who have completed all three exams and the final report will be considered to have completed the course. Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession.” Consequently, students can only request deferrals to complete required course components and not for non-essential course components. Students are expected to familiarize themselves with the Important Course Policy Information (see attached).

In-class group discussions and case studies (2% each; 10%): You will get more out of the class if you have completed the readings prior to lectures and come to class prepared to actively participate in discussions. In order to help facilitate active engagement with the course material in our large class, we will regularly break into small groups. These small groups will be an opportunity to share relevant insights, knowledge, or experiences with each other during class. To structure these discussions, I will present the class with activities related to sections of the final report, thought-provoking questions, case studies, or other activities designed to help you integrate and apply the concepts and theories discussed in class and in the textbook. Each student will submit their own reflection via Brightspace based on their group’s discussion by the following Monday at 4:00pm. These reflections should be brief (no more than one double-spaced page). They will be marked as:

- 2 = submitted on time and includes student’s reflections, which build off of assigned material
- 1 = submitted on time and includes a summary of assigned material without students’ own critical reflection
- 0 = submitted late or not at all; or content does not reflect the material assigned for discussion

Final Report (15%): Choose a health-related behaviour you would like to change (e.g., exercise more, drink more water, etc.). Using an empirically supported behaviour change technique, attempt to change that behaviour. Proposals for the report will be incorporated into the first in-class discussion and are due Monday, January 29 by 4:00pm (2%; see above) and the final report is due Monday, April 8 by 4:00pm (15%). Both will be submitted online through Brightspace. The final report should include a table/chart of your behaviour before the intervention (one week) and after the intervention (at least one week), as well as peer-reviewed research supporting the technique(s) you chose to use. More details about the behaviour change challenge and final report can be found on Brightspace ("Behaviour change assignment.pdf"). Note that you do not have to be successful in your behaviour change attempt in order to achieve full marks (an honest description of your experience and an appropriate literature review are all that are required). Report proposals are due Monday, January 29 (4:00pm) with no exceptions. Final reports received after 4:00pm on Monday, April 8 will receive a deduction of 10% per day.

Please review in full the Department of Psychology's Important Course Policy Information on Brightspace. **The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work.** The Department reserves the right to use AI detectors.

Exams (25% each; 75%): Three non-cumulative exams will be given that cover both the readings and the lectures/class discussions. Exams will include multiple-choice and short-answer questions. The third exam will be given during the final exam period. Please note that the date and time of the final are set by the UVic administration and are not under my control. Therefore, do not make travel plans until after the final exam schedule has been announced by the university. No accommodations will be made for those wanting to leave Victoria prior to the end of the final exam period.

Missed Exams and Assignments. It is your responsibility to attend class and exams as scheduled. Students who miss an in-class exam or assignment will receive a mark of zero unless they have a case of documented illness or a family emergency. If you miss an exam due to illness, accident, or family affliction, you should notify me by email as soon as possible. If you are too ill to take an exam, please do not! I will not be able to drop your exam mark after the fact. Make-up exams for the exams will be offered within two weeks of the originally scheduled exam. For the 2024 Spring term, students are not required to provide medical documentation to support their request for academic concession.

Research Participation (2%): Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. One hour of participation earns students 1 SONA credit. Credits are given in .5 increments, with 1 credit required for a 1% increase in the student's final grade. Thus, two hours of participation would earn the full 2% extra credit. For details on participating in research studies, go to the Department of Psychology website (web.uvic.ca/psyc), click on the Research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system. 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 me to arrange for an alternative written assignment.

Important dates:

January 21, 2024 - drop deadline (100% fees reduction)
January 24, 2024 - last day to register for courses
February 11, 2024 - drop deadline (50% fees reduction)
February 29, 2024 – academic drop classes (0% fee reduction)

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. Your suggestions are encouraged and appreciated. Please let me know of ways to improve the effectiveness of the course for you personally or for other students or student groups.

The University of Victoria and I are committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Please review UVic's **Student Code of Conduct:** <https://www.uvic.ca/services/advising/assets/docs/tri-fac-student-code-of-conduct.pdf>

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/mentalhealth/undergraduate/connecting/index.php>
- *Counselling Services:* Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/
- *Health Services:* University Health Services (UHS) provides a full-service primary health clinic for students, and coordinates healthy student and campus initiatives. www.uvic.ca/services/health/
- *Centre for Accessible Learning:* The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/.
- *Elders' Voices:* The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/
- *Mental Health Supports and Services:* Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
- The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Students are expected to familiarize themselves with the Important Course Policy Information (available on Brightspace).

TENTATIVE SCHEDULE OF TOPICS AND DUE DATES

Any changes to this schedule will be announced in class and on Brightspace. Please regularly check the course website for updates and announcements.

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Chapter(s)</u>
1	Mon Jan 8	Introduction to the Course	
	Thurs Jan 11	What is Health?	1
2	Mon Jan 15	Cultural Approaches to Health	3
	Thurs Jan 18		
3	Mon Jan 22	Models of Behaviour Change	7
	Thurs Jan 25	In-class discussion assignment #1*(2%)	
4	Mon Jan 29		
	Thurs Feb 1	Exam 1 (25%)	1, 3, 7
5	Mon Feb 5	Health Behaviours	8
	Thurs Feb 8		
6	Mon Feb 12	Diverse Understandings of Stress	5
	Thurs Feb 15	In-class discussion assignment #2*(2%)	
7	Mon Feb 19	<i>Family Day (no class)</i>	
	Thurs Feb 22	<i>Reading Break (no class)</i>	
8	Mon Feb 26	Coping and Social Support	6
	Thurs Feb 29	In-class discussion assignment #3*(2%)	
9	Mon Mar 4		
	Thurs Mar 7	Exam 2 (25%)	8, 5, 6
10	Mon Mar 11	Illness Cognitions, Adherence, and Patient-Practitioner Interactions	9
	Thurs Mar 14	In-class discussion assignment #4*(2%)	
11	Mon Mar 18	Disability, Terminal Illness, and Death	11
	Thurs Mar 21		
12	Mon Mar 25	Cardiovascular Disease	14
	Thurs Mar 28	In-class discussion assignment #5*(2%)	
13	Mon Apr 1	<i>Easter Monday (no class)</i>	
	Thurs Apr 4	The Future of Health Psychology	15
14	Mon Apr 8	Course Wrap-Up and Review	
		Final Report DUE (15%)	
	Apr 11-26	Exam 3 (25%) (Scheduled by UVic)	9, 11, 14, 15

*In-class discussion/reflection assignments (1-page; see above) are due the following Monday by 4:00pm via Brightspace.

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 <https://www.uvic.ca/accessible-learning/index.php>. 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/>

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

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Spring Session 2024

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

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)

I value 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 Chair of the department; 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.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment). The Department reserves the right to use AI detectors.

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 Fall 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

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **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 require additional time to complete course requirements beyond the normal term.**
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](http://uvss.ca) 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

Spring session – second term (January – April)

Monday, January 1 st	University Closed (Winter Break)
Monday, January 8 th	Second term classes begin for all faculties
Sunday, January 21 st	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, January 24 th	Last day for adding courses that begin in the second term
Wednesday, January 31 st	Last day for paying second term fees without penalty
Sunday, February 11 th	Last day for 50% reduction of tuition fees for standard courses
Monday, February 19 th	University Closed (Family Day)
February 19 th – 23 rd	Reading Break for all faculties
Thursday, February 29 th	Last day for withdrawing from second term courses without penalty of failure
Friday, March 29 th	University Closed (Good Friday)
Monday, April 1 st	University Closed (Easter Monday)
Monday, April 8 th	Last day of classes for all faculties
Thursday, April 11 th	Second term examinations begin for all faculties
Friday, April 26 th	Second term examinations end for all faculties

Add and drop dates for standard 2023-2024 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 8	Apr 8	Jan 21	Jan 24	Feb 11	Feb 29