

**PSYC 334 (A01)**  
**Organisational Psychology**  
 Spring (aka Winter) 2024, CRN 22839

**Lecturer:** Ronald Porter, PhD (he/him/his)  
**E-mail:** [ronaldporter@uvic.ca](mailto:ronaldporter@uvic.ca)  
**Classroom:** A104 (David Turpin Building)  
**Office Hours:** Th 13:00-14:30;  
 or by appointment  
**TA:** Jessica Detta

**Telephone:** 250.721.5087  
**Office:** Cornett A214  
**Class Time:** T, W & F 11:30 - 12:20  
**Pre-Requisites:** PSYC 231  
**Credits / Lecture Hours:** 1.5  
**E-mail:** [jessicadetta@uvic.ca](mailto:jessicadetta@uvic.ca)

**Territory Acknowledgment:** We acknowledge and respect the lək̓ʷəŋən 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.

**Course description:** This course is designed to introduce students to the theories, methods, findings and applications of organisational psychology. This course focuses both on understanding the psychological bases of work behaviour and on the organisational practices used to create a good fit between people’s characteristics and the demand of the workplace. Topics will include job analysis, personnel selection, placement, training, work motivation, job satisfaction, leadership, teams, organisational culture and work-life balance.

**Learning Outcomes:** Upon successful completion of the course students will be able to:

- Compare and contrast different theoretical perspectives in industrial - organisational psychology and be able to describe how these are applied to work problems in 'real life'.
- Evaluate recent research relating to work processes.
- Communicate orally, and in writing, their knowledge of theory, scientific methodology and practical applications in organisational psychology using appropriate technical terms.
- Analyse, interpret, evaluate and apply organisational psychology theories.

**Required Textbook:**

Michael, G. A. (2023). *Industrial/organizational psychology: An applied approach*. (9<sup>th</sup> ed.). North York, ON: Cengage Learning.

**Note: All previous editions of this text are suitable for this course.**

**Grades:**

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

**Add and drop dates for standard 2024 Winter Session courses:**

Term	Start date	End date	Add/Drop Deadline	Academic drop no fee reduction	50% fee reduction	100% fee reduction
2	Jan 08	Apr 08	Jan 18	Jan 21	Feb 11	Feb 29

## Assessment:

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

Assignments	Course Grade Value	Due Date
Group Project	15%	Various
Case Study	20%	04 April 2024
Literature Review	25%	10 April 2024
Brightspace Quizzes	40%	Various (see Lecture Schedule)

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 for the completion of required course components and not for non-essential course components.

**Group Project (15%):** the project will be comprised of 3 components including a job analysis, person specification and selection process/interview questions. Each component will be worth 5%.

**Case Study (2500 words; 20%):** The purpose of the case study is for you and your group to analyse the scenario from an organisational psychology perspective: **explain why the issues you are covering in depth are problematic and suggest strategies to improve the situation. That is, your group will be functioning as an organisational consulting firm.** You and your group must justify your suggestions by presenting **supporting psychological theory(s) and evidence**. Remember any evidence provided should be examined critically. That is, use this evidence to explain **any potential support and drawbacks** to your suggestions. Ensure your group’s work is appropriately formatted, cited and referenced (i.e., APA). More details to follow.

**Literature Review / Student Paper (2500-3000 words: 25%):** For essay you may select any topic will fall under the broad umbrella of Industrial-Organisational Psychology. For example: “How has the COVID-19 Pandemic affected the workplace?” or “The impact of AI in the workplace”. You can examine these topics from several perspectives (e.g., changes to the workspace/environment, recruiting, retention, motivation to work, or not work, etc.). This list is not exhaustive. I encourage you to run your essay topic idea by me before you get too far along. Ensure your work is appropriately formatted, cited and referenced (i.e., APA). More details on Brightspace.

**Brightspace Quizzes: (40%):** 4 x quizzes that will be comprised of multiple-choice questions (MCQ) and/or short answer questions. These quizzes will normally be given at the end of each major topic in the course.

**Research Participation (3% Bonus):** You have the option of either participating in psychology studies through the Research Participation Pool (or completing short journal article reviews). NOTE: 1 SONA credit = 1% towards your grade.

### Late Submissions:

The penalty for late submissions of the term paper is 50% per day up to a maximum of 100% (2 calendar days, after which a grade of **zero will be assessed (but the assignment must still be submitted)**. Further, all assigned coursework must be submitted before students will be eligible to write the final examination December.

### Lecture Schedule

Week Commencing	Topic	Chapter
Jan. 08	Introduction to I-O Psychology and Research Methods in I-O Psychology	1
15	What do I have to do...? Job Analysis	2
22	Person / Place Fit – Recruitment & Selection	3/4
29	<b>Quiz 1</b> (30 Jan) – Staffing Decisions	5/6
Feb. 05	Performance Appraisal... It's harder than you think.	7
12	Training & Development – <b>Quiz 2</b> (16 Feb)	8
19	<b>Reading Week</b>	
26	Motivation to Work	9
Mar. 04	Attitudes & Job Satisfaction	10
11	Work Stress & Employee Behaviours – <b>Quiz 3</b> (15 Mar)	15
18	Communication in the Workplace	11
25	Groups & Teams	13
Apr. 01	Leadership / Organisational Development – <b>Quiz 4</b> (05 Apr) <b>Case Study Due: Thursday, Apr. 4<sup>th</sup> @ 23:59</b>	12/14

Note: Schedule of topics may change with little notice.

## Other important Information

**Emailing the lecturer:** Use your UVic email address. The subject line should include the course number (PSYC 334) and a clear statement of purpose. Email represents formal correspondence; as such, you should use proper salutations and full sentences. If you have a specific question about the course material or assignment, please see me after class, during office hours or by appointment. Course assignments cannot be submitted by email.

**Attendance and Absences:** Medical documentation for short-term absences is **not required**.

**Attendance is important.** 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 examination or to fail to complete any assignment by the end of term students are required to submit a request for academic concession.

- Policies regarding undergraduate student academic concession and deferral are also detailed on the **Undergraduate Records**. Students must submit a **[Request for Academic Concession](#)**.

**Learning Experience:** 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.

**Academic Integrity:** Students are required to abide by all academic regulations as set out in the University calendar, including standards of academic integrity. Violations of academic integrity (e.g., cheating and plagiarism) are considered serious and may result in significant penalties.

**Copyright ©:** All course content and materials made available by the 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 a ©. Any further use or distribution of the materials requires written permission from 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).**

**Online Conduct:** The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. 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, sexual violence, or any form of discrimination, bullying or harassment.

Please be advised that, by logging in 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)

PSYC 334 – Organisational Psychology  
Literature Review Marking Rubric

		A	A-	B+	B	C	D	F
INTRODUCTION	<b>Communication of the aims and organisation of the essay.</b>	Outstanding communication of aims and organisation.	Excellent communication of aims and organisation.	Very good communication of aims and organisation.	Good communication of aims and organisation.	Adequate communication of aims and organisation.	Poor communication of aims and organisation.	Very poor or no communication of aims and organisation.
	<b>Definition of area and key terms.</b>	Outstanding definition of main concept/s.	Excellent definition of main concept/s.	Very good definition of main concept/s.	A Good definition of main concept/s.	Adequate definition of main concept/s.	Very limited definition of main concept/s.	Little or no attempt to define main concept.
MAIN BODY	<b>Content Coverage, focus and relevance of topic area, identification and understanding of key concepts and theories</b>	Outstanding focus on the topic. Excellent understanding of concepts to address the topic. Excellent coverage of wider principles and different viewpoints.	Excellent focus on the topic. Very good understanding of concepts to address the topic. Coverage of wider principles related to the topic.	Very good focus on the topic. Identifies concepts which need to be covered in addressing the topic and clearly and consistently addresses them.	Generally relevant to the topic with occasional minor irrelevancies. Identifies and deals with most of the concepts needed to address the topic.	Some relevance but frequently lacks focus on the topic. Some coverage of concepts and with frequent omissions and/or inaccuracies.	Strays off topic very frequently with substantial irrelevant content. Shows little coverage of concepts and attempts to describe them are unclear.	Has misunderstood the topic, or has not really addressed it. Very limited relevant content and/or coverage of relevant theories and concepts.
	<b>Analysis: Examination of key concepts and issues arising from the topic.</b>	Critically examines concepts systematically.	Critically examines concepts thoroughly.	Examines concepts appropriately.	Examines concepts with some omissions and lack of clarity.	Some attempts to examine concepts but with major omissions and ambiguity.	Poor explanation of basic concepts and attempts to examine are unclear.	Negligible explanation of basic concepts and attempts to examine are erroneous.
	<b>Analysis: Development of coherent argument.</b>	Evaluates information and ideas to develop outstanding arguments addressing essay requirements in great depth.	Evaluates information and ideas to develop excellent arguments addressing essay requirements in depth.	Sound evaluation of ideas and information to develop very good arguments addressing essay requirements in some depth.	Develops good arguments addressing essay requirements.	Adequate arguments that address some of essay requirements.	Poor arguments addressing little of essay requirements.	Very poor arguments addressing little of essay requirements.

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		A	A-	B+	B	C	D	F
CONCLUSION	<b>Evaluation of main arguments.</b>	Outstanding evaluation.	Excellent evaluation.	Very good evaluation.	Good evaluation.	An adequate evaluation.	Poor evaluation.	Little or no attempt to provide an evaluation.
	<b>Development of conclusions</b>	Concise conclusions developed from the arguments presented.	Concise conclusions developed from the majority of arguments presented.	Very good conclusions developed from selected arguments presented.	Good conclusions developed from selected arguments presented.	Adequate conclusions developed from some of the arguments presented.	Poor conclusions developed from a limited range of arguments presented.	Little or no attempt to provide conclusions.
EVIDENCE	<b>Adequate number and quality of references, use of references to support points made</b>	Outstanding reference to a wide range of quality literature to substantiate arguments.	Excellent reference to a range of appropriate quality literature to substantiate arguments.	Very good reference to an appropriate range of quality literature to substantiate key arguments.	Some evidence of reference to literature but a wider variety of quality sources and more widespread use was needed.	Some limited evidence of reference to literature but lacking in appropriate quality sources.	Negligible evidence of reference to appropriate literature to support arguments.	No evidence of reference to appropriate literature to support arguments.
WRITING STYLE	<b>Appropriate sentence structure, grammar and spelling.</b>	Sentence structure, grammar and spelling are wholly acceptable for the level of academic study.	Sentence structure, grammar and spelling are wholly acceptable for the level of academic study.	Sentence structure, grammar and spelling are largely acceptable for the level of academic study.	Sentence structure, grammar and spelling are largely acceptable for the level of academic study.	Sentence structure, grammar and spelling are mainly acceptable for the level of academic study.	Sentence structure, grammar and spelling are weak with numerous errors.	Sentence structure, grammar and spelling are not of an acceptable standard for the level of academic study.
	<b>Academic writing style.</b>	Outstanding articulate academic writing style.	Excellent writing style with logical progression of points.	Clear and coherent writing style with ideas well expressed.	Reasonable writing style with competent explanation of ideas.	Basic evidence of an academic writing style with some errors.	Negligible evidence of an appropriate academic writing style.	No evidence of an appropriate academic writing style.
REFERENCING	<b>Adherence to referencing requirements for citations and reference list.</b>	An Outstanding standard of referencing adhering APA.	Very good standard of referencing adhering to APA, with few errors.	Very good standard of referencing adhering APA, with a small number of errors.	Good standard of referencing adhering to APA, with a number of errors.	Adequate standard of referencing adhering to APA, with frequent errors.	Poor standards of referencing with a lack of consistency and/or missing references.	Very little evidence of an attempt to adopt the required system.

## 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)

# 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](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)

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/>.

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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.

**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](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

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](http://uvss.ca)!

### **Academic Important Dates**

#### **Spring session – second term (January – April)**

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

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

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

# 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/](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/>