University of Victoria | Psychology

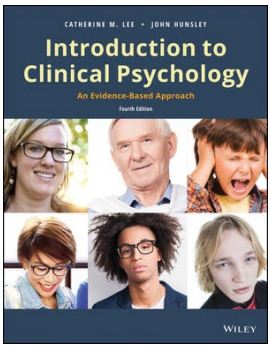
PSYC 365 (A02) - CRN 24012
Fundamentals of Clinical Psychology
Spring 2024

Instructor		**Teaching Assistant**
Michelle St. Pierre, Ph.D., Assistant Teaching Professor, Department of Psychology		Tristyn Ranger
Email:	mstpierre@uvic.ca	tristynr@uvic.ca
Office:	Cornett A216	
Office Hours:	10:30am-12:00pm Thursday's	By appointment (email for appointments)
Instructor availability:	Please note that **I do not typically check email messages during the hours of 6pm and 6am on weekdays, and I do not routinely check email on the weekend**. Messages received during these times will receive attention once I am back online. Otherwise, you can expect to receive a response to your message within 6 hours, often much sooner.	

Prerequisites: PSYC201 & PSYC260

Class Time: Monday, Wednesday & Thursday – 3:30pm – 4:20pm, January 8 to April 8, 2024

Classroom: Cornett Building A120



Required Text Lee, C. M., & Hunsley, J. (2018). *Introduction to clinical psychology: An evidence-based approach (4th edition)*. Hoboken, NJ: John Wiley & Sons.

Course Website You will find slides, assignments, and course announcements posted on Brightspace. https://bright.uvic.ca/d2l/home/314650

Land Acknowledgement 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 and Learning Outcomes

This course will introduce you to the field of Clinical Psychology, the settings in which clinical psychologists practice, and major aspects of the profession including assessment, diagnosis, case formulation, and therapeutic intervention approaches for various populations. The scientific basis of clinical psychology will be emphasized alongside historical and current trends in clinical practice. You will also learn about the necessary requirements to obtain education and training to become a clinical psychologist. Note: completing this course *does not* give you the qualifications to become a psychologist, conduct psychological therapy or assessment, or provide diagnoses. Many years of post-graduate study and supervised practice are required to perform the aforementioned activities.

After completing this course, you will be able to:

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1. Describe various mental-health professions and differentiate the role of clinical psychologists in mental health care alongside the education and training needed to be recognized as a clinical psychologist.
2. Describe the scientist-practitioner model, the bio-psycho-social approach to mental health, and the evolution of evidence-based assessment and intervention in clinical psychology.
3. Identify appropriate assessment, intervention, and prevention approaches for various populations (child vs. adult), demographics, and referral requests.
4. Demonstrate an understanding of ethical principles/issues in research and clinical practice with special attention to empathy and unconditional positive regard.
5. Understand the importance of diversity in clinical science and practice.
6. Detail the academic and professional requirements and career trajectory of clinical psychologists (including education paths, career settings, subspecialities).

Course Evaluation and Grades Students who have completed the following elements (A, B, D, E are required components) will be considered to have completed the course:		
A. Exam #1	**22%**	The exam will cover all content from **weeks 1 to 4 inclusive**, including content from lectures and readings. The exam is closed book and will consist of multiple choice and fill-in-the-blank questions.
B. Exam #2	**28%**	The exam will cover all content from **weeks 5 to 10 inclusive**, including content from lectures and readings. The exam is closed book and will consist of multiple choice and fill-in-the-blank questions.
C. Critical Clinical Reflections	**10%**	Clinical reflections will require you to think critically and respond to a topic related to course material that week. You will be asked to give a 2 to 4 sentence reflection on Brightspace each week. To receive full marks, you need to respond to **10 out of 12 prompts** (each worth 1%) by Friday at 11:59pm of that topic's week. Late submissions will not count toward your mark. You can skip 2 weeks and still receive full marks. Submission is on Brightspace.
D. Clinical Podcast	**25%**	This assignment has two parts. First, you will create a 10-to-12-minute podcast that examines one of the topics from the course in more detail (20% of assignment mark). You will upload your podcast on Brightspace by **March 17 @ 11:59pm.** Second, when all the podcasts are compiled, you will then listen to two of your classmate's podcasts and write a brief 1-page reflection of what you learned (5% of assignment mark; to be submitted by **March 31 @ 11:59pm**). See grading rubric on Brightspace for more information about the assignment. Please contact me if you have any concerns, questions, or limitations that might affect this assignment.
E. Exam #3	**15%**	The exam will cover all content from **weeks 11 to 13 inclusive**, including content from lectures and readings. The exam is closed book and will consist of multiple choice and fill-in-the-blank questions.
SONA (optional)	**+ 2%**	See below for explanation of how to participate in SONA.

Failure to complete one or more of elements A, B, D, E 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

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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. *Students have the responsibility to proactively seek advice when facing unexpected and unavoidable circumstances and conflicting responsibilities interfere with their academic obligations.*

Course Schedule

The below schedule should be considered tentative as the pace of the course and content covered each class may vary throughout the semester. The examination dates will remain fixed. All assigned readings are to be completed before the class that they are attached to. Please see Important Dates section for due dates.

Class Dates		Topic	Text Chapters and Readings
Week 1:	January 8	Introduction to the Course	
	January 10	Evolution of Clinical Psych	Chapter 1
	January 11	Evolution of Clinical Psych	Chapter 1
Week 2:	January 15	Contemporary Clinical Psychology	Chapter 2, CPA Code*
	January 17	Contemporary Clinical Psychology	Chapter 2, CPA Code*
	January 18	Contemporary Clinical Psychology	Chapter 2, CPA Code*
Week 3:	January 22	Classification and Diagnosis	Chapter 3
	January 24	Classification and Diagnosis	Chapter 3
	January 25	Classification and Diagnosis	Chapter 3
Week 4:	January 29	Prevention	Chapter 10
	January 31	Prevention	Chapter 10
	February 1	**Exam #1**	**Chapters 1,2,3,5**
Week 5:	February 5	Assessment: Overview	Chapter 5, Sayegh et al., 2023*
	February 7	Assessment: Overview	Chapter 5
	February 8	Assessment: Overview	Chapter 5
Week 6 (*Virtual):	February 12	Assessment: Interviewing and Observation	Chapter 6
	February 14	Assessment: Interviewing and Observation	Chapter 6
	February 15	Assessment: Interviewing and Observation	Chapter 6
Reading Break	February 19-23	**NO CLASS**	
Week 8	February 26	Assessment: Intellectual and Cognitive Assessment	Chapter 7
	February 28	Assessment: Intellectual and Cognitive Assessment	Chapter 7
	February 29	Assessment: Intellectual and Cognitive Assessment	Chapter 7
Week 9:	March 4	Assessment: Self-Report and Projective	Chapter 8
	March 6	Assessment: Self-Report and Projective	Chapter 8
	March 7	Assessment: Self-Report and Projective	Chapter 8
Week 10:	March 11	Assessment: Integration and Decision-Making	Chapter 9

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	March 13	Assessment: Integration and Decision-Making	Chapter 9
	March 14	**Exam #2**	**Chapters 5, 6, 7, 8, 9**
Week 11:	March 18	Intervention: Adults and Couples	Chapter 12
	March 20	Intervention: Adults and Couples	Chapter 12
	March 21	Psychedelic Psychotherapy	Reading on Brightspace
Week 12 (*Virtual):	March 25	Intervention: Children and Adolescents	Chapter 13
	March 27	Intervention: Children and Adolescents	Chapter 13
	March 28	Guest Speaker	
Week 13:	**April 1**	**NO CLASS**	
	April 3	Intervention: Key Elements of Change	Chapter 14
	April 5	Intervention: Key Elements of Change	Chapter 14
Week 14:	**April 8**	**Exam #3**	**Chapters 12, 13, 14**

* https://cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf – please browse this document

*Sayegh, P., Vivian, D., Heller, M. B., Kirk, S., & Kelly, K. (2023). Racial, cultural, and social injustice in psychological assessment: A brief review, call to action, and resources to help reduce inequities and harm. *Training and Education in Professional Psychology, 17*(4), 366–374. https://doi.org/10.1037/tep0000451

*Virtual classes will be held synchronously, recorded, and posted to Brightspace

Important Dates	
Fridays at 11:59pm	Critical Clinical Reflections Due on Brightspace (10 of 12)
February 1, 2024 @ 3:30pm	Exam #1 in class
March 14, 2024 @ 3:30pm	Exam #2 in class
February 19-23, 2024	Reading Break
March 17, 2024 @ 11:59pm	Podcast Due on Brightspace
March 31, 2024 @ 11:59pm	Podcast Reflection/Summary Due on Brightspace
April 8, 2024 @ 3:30pm	Exam #3 in class

SONA Research Participation

Students in this course may earn up to 2% extra credit toward their final grade by participating in approved 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. There is a one (1) SONA bonus credit for in-person experiments regardless of the overall participation time.

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, but still wish to have the opportunity to earn an equivalent amount of extra credit, I will provide an alternative written assignment upon your request, to be submitted before the final class.

Expected Student Conduct

Respectful Behaviour Throughout the course, students and the instructor may choose to share or disclose personal information. It is important for you to consider what and when you share. There is no way to guarantee confidentiality in a large in-person class and as such, please evaluate your self-

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disclosures carefully. The ability to maintain this stance is necessary to ensure the safety of all individuals. Further, I support an inclusive classroom experience where diversity and individual differences are understood, respected, appreciated, and recognized to be a source of strength. I expect that students, instructors, and teaching assistants will show the utmost respect for individual differences. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. In extending respect, I endeavour to create a positive learning experience by being available to answer questions, discuss materials, and foster your learning experience. I attempt to respond to emails within 3 business days (please resend after this time period).

Sensitive Content The university classroom provides an open space for the critical and civil exchange of ideas. Some course content will include topics that some students may find difficult to learn about. Each student is different and as such, I cannot provide a "trigger warning" for all the sensitive topics in this course. Please ensure that you consider the topics to be discussed and determine if you have the emotional capacity and tolerance to engage in this course at the present time. I will not provide alternative assignments or readings as I aim to provide a comprehensive survey of mental health and wellbeing topics in order to meet the learning objectives set out for this course. Resources for support and wellbeing are provided at the end of the syllabus.

Attendance It is expected that you will attend all classes. If, due to unforeseen circumstances, you must miss a class, please obtain the missed material from a classmate. I can provide information on specific questions, but a make-up class or class notes will not be provided. Teaching assistants are also able to answer content-related questions.

Missed Exams/Assignments You are expected to write the exams and complete assignments on the dates set out in the Course Schedule and during the Final Exam Period. If you miss a deadline/exam for an emergency, due to illness, or accident, please contact me as soon as possible (no later than 10 days after) to schedule a makeup exam or discuss an extension. **For all exam makeups and assignment extensions, you must fill out a Request for In-Course Extension form from the link below or on Brightspace.** Makeup exams and extensions will be granted only in extenuating circumstances. **Travel plans, personal inconveniences (e.g., having more than one assignment due at the same time), and the like will not be accommodated.** Students who miss the **final examination** should make a request for academic concession (see Course Policy Information).

Request for In-Course Extension Form:
https://www.uvic.ca/students/academics/academic-concessions-accommodations/request-for-academic-concession/forms/uvic_undergraduate_request_for_in-course_extension.pdf

Centre for 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.

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

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/