University of Victoria | Psychology

PSYC 462 (A02) - CRN 24011
Clinical Interventions, Prevention, and Health Promotion
Spring 2024

Instructor
Michelle St. Pierre, Ph.D., R. Psych., Assistant Teaching Professor, Department of Psychology

Email:	mstpierre@uvic.ca
Office:	Cornett A216
Office Hours:	10:30am-12:00pm Thursday's
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: Both PSYC300A, PSYC365 & one of: PSYC332, PSYC338, PSYC366. Completed or concurrently enrolled in PSYC300B.

Class Time: Monday, Wednesday, & Thursday – 2:30pm– 3:20pm, January 8 to, April 8, 2024

Classroom: BEC Building | Room 363

Required Text There is no textbook for this course. Required readings will be available as electronic files through the UVic library (i.e., e-journals, e-books) or will be posted on Brightspace. We will read journal articles, popular press reports, program websites, etc. Students are expected to complete assigned readings _**before**_ class in order to participate in class discussions.

Course Website You will find slides, assignments, and course announcements posted on Brightspace. https://bright.uvic.ca/d2l/home/302209

Land Acknowledgement We acknowledge and respect the ləkʷəŋən 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

Psychologists are often involved in developing, delivering, and evaluating psychological interventions, prevention programs, and public policies to promote mental health and wellbeing. This course will consider issues relevant to these activities, integrating scientific and research considerations with clinical and practical realities. All students will complete a course capstone project, during which you will have an opportunity to identify an important mental health problem, design an intervention to address this problem, and develop a plan to evaluate your intervention. Capstone projects will involve collaborative work, class presentations, and individual written components. This course will emphasize how we can build and implement a science of mental health, examining the impact of the evidence-based practice movement in psychotherapy and examining issues with research on psychological interventions and prevention programs. This course is _**not**_ designed to teach students how to be therapists or counsellors. Those skills are acquired in the context of extensive, supervised training in graduate school.

After completing this course, you will be able to:

1. Accurately describe the scope of psychological interventions, prevention programs, and public policy that psychologists are often involved in.
2. Through group discussion and discussion assignments, assess strategies that psychologists use to develop, deliver, and evaluation psychological interventions, prevention programs, and public policies to promote mental health and well-being.
3. Using the capstone rubric as a guide, design a capstone project that critically evaluates existing interventions, prevention methods, and health promotion programs of one identified mental health issue.
4. Demonstrate relevant clinical scientist skills through group work, presenting in front of peers, and writing effective and concise written assignments.
5. By attending class prepared, exemplify collaboration and valuing individual perspectives by contributing to discussion and treating others with the utmost respect.

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. Infographic 20%	Communicating information (SciComm) is an important skill in research, as information that cannot be consumed quickly is often passed over. This project is designed to help you learn how to accomplish this. The infographic will be connected to your capstone project topic in some way. The audience for which the infographic is made for will be the lay public. Examples of infographics can be viewed here: http://tinyurl.com/infographicexamples. *Students will complete the infographic project on their own.*
B. Capstone Project	Students will complete a capstone project in groups of 4-5. Preparation of the capstone project will consist of three subtasks: Presentation 1, Presentation 2, and the Final Report. 1) Presentation 1: Identifying an intervention, prevention, or public policy to ameliorate a mental health problem of your choosing: Students will develop a concrete definition of the nature of the mental health program they have chosen to target, its significance (e.g., what is the impact on individual mental health and well-being, families, communities, healthcare resources?). Students will then identify mechanisms or processes targeted by the intervention, prevention effort, or public policy in order to ameliorate the problem. 2) Presentation 2: Evaluate the existing literature regarding the effectiveness of your intervention, prevention, or policy. Students will conduct a literature search for research supporting (or not) the effectiveness of the identified program. Students will describe the nature of the studies, results, as well as any gaps in the literature and suggest ways to improve or enhance research design. In cases where no literature exists, students will develop a research plan to evaluate the effectiveness of the intervention, prevention program, or policy.

		3) Capstone Final Report: Combine information from Presentation 1, Presentation 2, student feedback/suggestions/questions, and research on how to improve or facilitate dissemination, implementation, and assessment of your selected intervention, prevention program, or public policy.
C. Presentation 1 and 2	**40% (20% each)**	In groups, you will present a 15-minute in-person presentation addressing the outcomes listed above. You will also facilitate a 5-minute discussion period. *You will receive an individual presentation mark (5%) as well as a group presentation mark (15%).* Please see the rubric on Brightspace for detailed information.
D. Audience Assignment	**10% (5% each)**	You will submit (2 to 4) questions, reflections, suggestions for all presentations from one of the three Presentation 1 and Presentation 2 days. You must choose a day where you are not presenting. *Students will complete this on their own.*
E. Capstone Final Report	**30%**	The final paper will be completed as a group. It will integrate your presentations, student/instructor feedback, and research into a full report. Papers will be 7-10 double-spaced pages (not including title page and references), and adhere to APA, 7th edition formatting with 1-inch margins and 12-point font. Papers should incorporate a minimum of 10 references, at least 8 of which must not be on the reading list. The due date for the final paper is April 9, 2023, at 11:59 pm. Please see the rubric on Brightspace for detailed information.

Failure to complete one or more of elements A, B, C, 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 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.*

Supported learning labs: There will be four classes dedicated to creating and fostering a supportive learning environment where students and groups have space to meet, work on course projects and assignments, and build a sense of community. The class will meet together for the first few minutes and be provided with a suggested agenda to guide the lab and facilitate individual and group work specific to the upcoming presentation/assignment. Dr. St. Pierre will be available throughout this lab to check-in on individual and group progress and answer any questions that may arise. These labs will be held in-person unless otherwise specified.

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. 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	Due Dates
Week 1:	January 8	Course Introduction and Overview	
	January 10	Science and Rigour in Practice	
	January 11	Science and Rigour in Practice	
Week 2:	January 15	Harmful and Ineffective Interventions	
	January 17	Harmful and Ineffective Interventions	
	January 18	Ethics, Priorities, and Needs	
Week 3:	January 22	Ethics, Priorities, and Needs	
	January 24	Illness Burden	
	January 25	*Supported Learning Lab*	
Week 4:	January 29	Prevention	
	January 31	Prevention	
	February 1	Prevention	
Week 5:	February 5	Group Presentations – Groups A, B	Presentation #1
	February 7	Group Presentations – Groups C, D	Presentation #1
	February 8	Group Presentations – Groups E, F	Presentation #1
Week 6 *Virtual	February 12	Clinical Training	
	February 14	Clinical Training	
	February 15	*Supported Learning Lab*	Audience Assignment#1
Reading Break	**February 19-23**	**NO CLASS**	
Week 8	February 26	Stigma and Working with Systems	
	February 28	Stigma and Working with Systems	
	February 29	Dissemination and Implementation Part I: Basic Models	
Week 9	March 4	Dissemination and Implementation Part II: Policy and Access	
	March 6	Dissemination and Implementations Part III: Disruptive Innovation	
	March 7	*Supported Learning Lab*	Infographic
Week 10	March 11	Psych in Integrated Primary Care	
	March 13	Psych in Integrated Primary Care	
	March 14	Stepped Care Models	
Week 11	March 18	Group Presentations – Groups A, B	Presentation #2
	March 20	Group Presentations – Groups C, D	Presentation #2
	March 21	Group Presentations – Groups E, F	Presentation #2
Week 12 *Virtual	March 25	Research Designs	
	March 27	Research Designs	
	March 28	*Supported Learning Lab*	Audience Assignment#2
Week 13	April 1	**NO CLASS**	
	April 3	The Future of Mental Health Science	
	April 4	Wrap Up	
Week 14	April 8		

Important Dates	
February 5 – 8, 2024	Presentation #1
February 19-23, 2024	Reading Break
February 16, 2024 @ 11:59pm	Audience Assignment #1 Due
March 8, 2024	Infographic
March 18-21, 2024	Presentation #2
March 29, 2024	Audience Assignment #2 Due
April 9, 2024	Capstone Final Report

Attendance: Class meets three times per week. During our meetings, you can expect a mix of lecture, in-class presentations, videos, group discussions, and activities aimed to improve your understanding of the readings and key course concepts. All of these in-class activities are designed to help you to consolidate information, apply key concepts (individually and in groups), clarify misunderstandings, and rehearse material to promote learning. Regular attendance is expected and should make completing the assignments less onerous. Given the dyadic and dynamic nature of the course, class lectures will not be video recorded – unless otherwise specified. If you have to miss a class meeting, you should review the lecture slides or group presentations (posted online) and discuss any important information given out during class with a fellow classmate. You are welcome to come to my office hours to discuss questions *after* you have completed the above activities.

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-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 complete assignments on the dates set out in the Course Schedule and during the Final Exam Period. If you miss a deadline for an emergency, due to illness, or accident, please contact me as soon as possible (no later than 3 days after) to discuss an extension. **For all assignment extensions, you must fill out a Request for In-Course Extension form from the link below or on Brightspace.** 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 an assignment 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.

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/**.

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[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/