In this course, we focus on the history of modern psychology. Our interest is in the developing sequence of approaches that have defined the field over the years, as well as the times that influenced that development. The aim of this course is to enable you to recognize the relationships among ideas, theories, and research efforts of various schools of thought and to understand how the different pieces of the psychology puzzle come together to form a coherent picture. This course is like a case study, an exploration of the people, events, and experiences that have made psychology what it is today.

**Course Materials**

2. Narrated PowerPoint presentations (available at course website)
3. Skeletal PowerPoint slides (available at course website)
4. Supplemental Readings (available at course website)
5. THINK FAST computer program (optional; available at course website)

**Important!**

Books on how to succeed at university often contain this rule of thumb: To do reasonably well in your courses you should be prepared to put in two hours of study outside of class for every hour in class. In our summer section of PSYC 210, we “meet” 2 hours a day, 5 days a week, for 3.5 weeks. Do the math. What that means is that to do at least reasonably well you should be prepared to devote up to 6 hours a day to our course (2 hours “inside class” and 4 hours “outside class”), totaling 30 hours a week. So, compared to students who take the course in the fall and spring semester, spanning 14 weeks, you will have to do more per day, but in a shorter period of time. The con? You will be doing more per day. The pro? You will have completed the course in a shorter period of time. I have tried to structure the course with built-in time management (e.g., daily quizzes) to minimize procrastination on your part; procrastination, even for a day or two, can be deadly in condensed summer sections like ours.

**Course Overview**

This course contains 16 units, one unit per class day, the units mostly corresponding to the chapters in our textbook. Each unit consists of a set of required activities and a quiz based on those activities. Refer to the Class Schedule (at the end of this outline) for details about exactly what is required when. An exam is scheduled at the end of the course.

Generally, prior to the scheduled class time each day, you are to read the prescribed chapter and view the narrated PowerPoint presentation for that chapter. The narrated PowerPoint presentations are in video format and function like lectures. Skeletal PowerPoint slides are available to help with your notetaking while viewing the presentations. After completing the required activities and studying the material related to those activities, you are to write the quiz for that unit during that day’s scheduled class time.

There will be a forum available throughout the semester to which you can publicly post any course-related questions, to be answered by me and/or your peers. And, of course, you can email your questions directly to me or the teaching assistant (Carolyn).
Course Components

Review Questions. These can be found at the back of each chapter in your textbook. Review Questions are important because: (1) they are the focus of the narrated PowerPoint presentations and thus (2) many of the quiz items are based on the answers to them. You would be wise to use the Review Questions to direct your reading of the chapter; better yet, when studying, also practice writing out the answers to them.

Narrated PowerPoint Presentations. In these presentations I highlight what I believe to be are the most important Review Questions and then go about answering them, in many cases elaborating well beyond what is in the textbook. There are the two major advantages of narrated PowerPoint presentations over lectures (live or online): (1) you can pause and rewind if something doesn’t make sense the first time and (2) you can watch them whenever and how many times you want. Skeletal PowerPoint slides corresponding to the PowerPoint presentations are available at the course website. I recommend printing these slides and writing your notes directly on them while viewing the presentations (or doing so electronically).

Video Quizzes. You will be required to watch other videos on some class days. For the longer videos, there is an accompanying “Video Quiz” (available at the course website). While watching the video, you should have the quiz in front of you and answer the items. If you are paying attention, this should be an easy task. Each Video Quiz consists of a series of single statements that you are to assess as true or false, arranged in the same order that the corresponding material is presented in the video. You will NOT be submitting the Video Quizzes for credit. However, they are important because some of the very same items on the Video Quiz will appear on the Unit Quiz. You will not find the answers to the Video Quiz items in the textbook; you must watch the video.

Supplemental Readings. Two units are comprised of a “Supplemental Reading” instead of a chapter from our textbook, one reading being a part of a chapter from another textbook and the other being a journal article. You can find links to these Supplemental Readings at the course website.

Unit Quizzes. There is an online Unit Quiz scheduled each class day. Each Unit Quiz is based on material covered in the required activities for that unit (e.g., reading a textbook chapter, viewing the narrated PowerPoint presentation about that chapter, and perhaps watching a video). Each Unit Quiz consists of 20-25 multiple choice items, and possibly an open-ended item or two. Overall, there are 16 Unit Quizzes and this component is worth 750 points toward your final grade. Only the best 14 scores will count; in other words, your two lowest Unit Quiz scores will be dropped.

It will not suffice only to read the textbook or only to view the narrated PowerPoint presentations. If both are required activities for a given class day, then the expectation is that you did both and studied material from both. For each Unit Quiz, you are expected to know all pertinent material in a textbook chapter even if some of that material is not mentioned in the corresponding PowerPoint presentation. And, there will be some material addressed in the PowerPoint presentation that is not covered in the corresponding textbook chapter; for testing purposes, you are expected to know that material too. That said, you will not be tested on trivial details from either source (e.g., interesting, but irrelevant biographical details about a pioneer of psychology).

Most students should be able to complete any given Unit Quiz in 30 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical, face-to-face classroom conditions (i.e., invigilated, closed book). Obviously I can’t prevent you from looking at your notes and textbook when you are on your own, but don’t expect to be able to do it all at once (e.g., read the chapter and view the narrated PowerPoint presentation for the first time while writing the quiz); in that case, even two hours would not be enough time to do well. The duration of each quiz is set at one hour to accommodate all students, including those registered with CAL.

Exam. An essay exam is scheduled at the end of the course. Generally, you will be asked to trace the history of modern psychology through the various schools of thought that have defined the field over the years. The exam will become available right after you write the final Unit Quiz (on the second last day) and you will have 24 hours to complete it. The exam is worth 250 points toward your final grade.

BONUS

Supplemental Reading Bonus Quizzes. There are three Bonus Supplemental Readings, each with its own online quiz. Links to the readings and quizzes and other details can be found at the course website. You can earn up to 15 bonus points per quiz; however, if you do not pass Part B and/or score less than 70% on Part A, then no bonus points will be awarded for that quiz.
**Clever Hans / Facilitated Communication Bonus Essay.** Details about this bonus assignment can be found at the course website. It is worth up to 15 **bonus points**.

The total number of bonus points that can be earned is 30.

**OPTIONAL (but recommended)**

**THINK FAST.** In order to think critically and express yourself intelligibly about the historical and conceptual foundations of psychology, you need to be fluent with its basic facts and terminology. **THINK FAST** is a computerized flashcard program designed to help you in this regard. It includes six decks of cards, combining various chapters. There are between 20-30 cards per deck. In **THINK FAST**, after you select a deck, a session begins; the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with **THINK FAST** should have positive benefits for you beyond merely memorizing the definitions.

All the material (facts and terms) covered in the **THINK FAST** decks is also covered in the textbook and the lectures. Should you choose not to use **THINK FAST**, you can still access the **THINK FAST** items in a PDF document provided at the course website.

**Evaluation**

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes (best 14 of 16)</td>
<td>750</td>
</tr>
<tr>
<td>Exam</td>
<td>250</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
</tr>
<tr>
<td>Bonus up to...</td>
<td>30</td>
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</tbody>
</table>

**Notes**

- The answers to the Unit Quiz items will not be revealed.
- Your scores will be updated frequently on the course website. You should check them regularly to ensure that they have been recorded correctly.
- Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is between 89.5 and 89.9, the grade will be rounded to 90. The rounding criteria will only be used on the final assignment of the letter grade.
- Assignments are due, and quizzes must be taken, on the date indicated in the Class Schedule. It is not fair for some students to do work later than others, unless there is a valid excuse. Therefore, except in cases meeting the criteria for an academic concession (see below), there will be zero credit and no make-up for any assignments or quizzes not turned in on time. *Travel plans will not be accepted as an excuse.*
- Students who do not complete requirements on schedule due to extenuating circumstances (i.e., personal illness or accident, family affliction, official university activities) must contact me immediately upon their return to arrange for substitute work. Late contact (e.g., after the tentative final grades have been posted) is unacceptable. I will require documentation of the circumstance (e.g., doctor’s note) in order to make this concession.

- If you miss a Unit Quiz for whatever reason, it will count as one of the two (of the 16) quiz scores that you will be dropping. If you miss more than two quizzes, that is a significant amount of work to have missed (given the 3.5 week time frame) and thus you might consider dropping the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 11 (M)</td>
<td>2:30-4:20 pm</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>May 12 (T)</td>
<td>2:30-4:20 pm</td>
<td>UNIT A: Chapter 1 (Studying History)</td>
<td>Required activities (before class hours):</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Read Chapter 1</td>
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<td>- View Chapter 1 PowerPoint presentation</td>
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<td></td>
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<td></td>
<td>- Watch video – <em>Where Did Psychology Come From?</em> [embedded within PowerPoint slides]</td>
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<td>Write Unit Quiz A (during class hours)</td>
</tr>
<tr>
<td>May 13 (W)</td>
<td>2:30-4:20 pm</td>
<td>UNIT B: Chapter 2 (Philosophical Influences)</td>
<td>Required activities (before class hours):</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Read Chapter 2</td>
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<td></td>
<td></td>
<td>- View Chapter 2 PowerPoint presentation</td>
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<td></td>
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<td>Write unit Quiz B (during class hours)</td>
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<tr>
<td>May 14 (R)</td>
<td>2:30-4:20 pm</td>
<td>UNIT C</td>
<td>Required activities (before class hours):</td>
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<tr>
<td></td>
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<td>- Watch video -- <em>Is Reason the Source of Knowledge?</em> (0:00-27:30)</td>
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<td>- Watch video -- <em>Does Knowledge Depend on Experience?</em> (0:00-20:30)</td>
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<td>- Watch video - <em>How Does Science Add to Knowledge?</em> (0:00-20:30)</td>
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<td>- Read Supplemental Article 1 - <em>Is Psychology a Science? / Persistent Questions in Psychology</em></td>
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<td>Write Unit Quiz C (during class hours)</td>
</tr>
<tr>
<td>May 15 (F)</td>
<td>2:30-4:20 pm</td>
<td>UNIT D: Chapter 3 (Physiological Influences)</td>
<td>Required activities (before class hours):</td>
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<td></td>
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<td></td>
<td>- Read Chapter 3</td>
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<td>- View Chapter 3 PowerPoint presentation</td>
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<td>Write Unit Quiz D (during class hours)</td>
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<tr>
<td>May 18 (M)</td>
<td></td>
<td>Victoria Day</td>
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</tr>
<tr>
<td>May 19 (T)</td>
<td>2:30-4:20 pm</td>
<td>UNIT E: Chapter 4 (The New Psychology)</td>
<td>Required activities (before class hours):</td>
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<td></td>
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<td></td>
<td>- Read Chapter 4</td>
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<td>- View Chapter 4 PowerPoint presentation</td>
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<td>- Do Reaction Time Exercise</td>
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<td></td>
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<td>Write Unit Quiz E (during class hours)</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Unit</td>
<td>Required Activities</td>
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<tr>
<td>May 20 (W)</td>
<td>2:30-4:20 pm</td>
<td>UNIT F: Chapter 5</td>
<td>Read Chapter 5, View Chapter 5 PowerPoint presentation</td>
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<tr>
<td></td>
<td></td>
<td>(Structuralism)</td>
<td>Watch video – <em>Introspection</em></td>
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<td></td>
<td>(Embedded within PowerPoint slides)</td>
</tr>
<tr>
<td>May 21 (R)</td>
<td>2:30-4:20 pm</td>
<td>UNIT G: Chapter 6</td>
<td>Read Chapter 6, View Chapter 6 PowerPoint presentation</td>
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<tr>
<td></td>
<td></td>
<td>(Functionalism—Antecedent Influences)</td>
<td>Watch video – <em>Darwin’s Revolution in Thought</em> (0:00-48:50)</td>
</tr>
<tr>
<td>May 22 (F)</td>
<td>2:30-4:20 pm</td>
<td>UNIT H: Chapter 7</td>
<td>Read Chapter 7, View Chapter 7 PowerPoint presentation</td>
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<tr>
<td></td>
<td></td>
<td>(Functionalism—Development &amp; Founding)</td>
<td>Watch video – <em>Toward a School of Their Own 1</em> (embedded within PowerPoint slides)</td>
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<td>Watch video – <em>Toward a School of Their Own 2</em> (0:00-13:45)</td>
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<td>Watch video - <em>Toward a School of Their Own 3</em> (13:45-45:10)</td>
</tr>
<tr>
<td>May 25 (M)</td>
<td>2:30-4:20 pm</td>
<td>UNIT I: Chapter 9</td>
<td>Read Chapter 9, View Chapter 9 PowerPoint presentation</td>
</tr>
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<td></td>
<td></td>
<td>(Behaviorism—Antecedent Influences)</td>
<td>Watch video - <em>Toward a School of Their Own 4</em> (45:10-57:50)</td>
</tr>
<tr>
<td>May 26 (T)</td>
<td>2:30-4:20 pm</td>
<td>UNIT J: Chapter 10</td>
<td>Read Chapter 10, View Chapter 10 PowerPoint presentation</td>
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<td></td>
<td>(Behaviorism—Beginnings)</td>
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</tr>
<tr>
<td>May 27 (W)</td>
<td>2:30-4:20 pm</td>
<td>UNIT K: Chapter 11</td>
<td>Read Chapter 11, View Chapter 11 PowerPoint presentation</td>
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<tr>
<td></td>
<td></td>
<td>(Behaviorism—After Founding)</td>
<td></td>
</tr>
</tbody>
</table>
UNIT L

May 28 (R) 2:30-4:20 pm

- Required activities (before class hours):
  - Read Supplemental Article 2 – *Power of Steady Misrepresentation*
  - Watch video – *B.F. Skinner: A Fresh Appraisal* (0:00-39:57; 3rd one down)
- Write Unit Quiz L (during class hours)

UNIT M: Chapter 12 (Gestalt Psychology)

May 29 (F) 2:30-4:20 pm

- Required activities (before class hours):
  - Read Chapter 12
  - View Chapter 12 PowerPoint presentation
- Write Unit Quiz M (during class hours)

UNIT N: Chapter 13 (Psychoanalysis—Beginnings)

June 1 (M) 2:30-4:20 pm

- Required activities (before class hours):
  - Read Chapter 13
  - View Chapter 13 PowerPoint presentation
  - Watch video – *Freud Under Analysis* (0:00-57:00)
- Write Unit Quiz N (during class hours)

UNIT O: Chapter 14 (Psychoanalysis—After Founding)

June 2 (T) 2:30-4:20 pm

- Required activities (before class hours):
  - Read Chapter 14
  - View Chapter 14 PowerPoint presentation
  - Watch video – *Is Mind Distinct from Body?* (0:00-28:40)
- Optional activity:
  - Read Chapter 15 (Continuing Developments in Psychology)
- Write Unit Quiz P (during class hours; bonus items included based on Chapter 15)
  ★ Take-home exam available at 4:30 pm

UNIT P: Chapter 15 (Continuing Developments in Psychology)

June 3 (W) 2:30-4:20 pm

★ Take-home exam due by 4:30 pm

BONUS

- BONUS Clever Hans / Facilitated Communication Assignment
- BONUS Supplemental Reading / Quiz 1 – *One Brain or Two*
- BONUS Supplemental Reading / Quiz 2 – *Are You a Natural?*
- BONUS Supplemental Reading / Quiz 3 - *Unromancing the Dream*
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 May 2020 (https://www.uvic.ca/calendar2020-05/undergrad/index.php#/content/5db888a563f365001a66a44b).

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.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

• **What to do if you miss the final exam scheduled during the last day of classes**

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.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

• **What to do if you miss an exam other than one scheduled during the last day of classes**

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

• **What to do if you require additional time to complete course requirements**

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (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.

OR, you can download the Request for Academic Concession form here: http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
**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 [https://www.uvic.ca/calendar2020-05/undergrad/index.php#!/policy/Sk_OxsM_V7?bc=true&bcCurrent=08%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies](https://www.uvic.ca/calendar2020-05/undergrad/index.php#!/policy/Sk_OxsM_V7?bc=true&bcCurrent=08%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies). 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. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

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.

**The definitive source** for information on Academic Integrity is the University Calendar

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)

2. The Ombudsman’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)
   
   The **Office of the Ombudsman** 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 Ombudsman 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.


BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. 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: www.uvic.ca/mentalhealth/undergraduate/
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