

# Conceptual Foundations of Psychology

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**Instructor:** David Polson, PhD

**Email:** < [dpolson@uvic.ca](mailto:dpolson@uvic.ca) > | **Office:** COR A214 | **Office Hours:** After class (by appointment).

**Course Website:** Accessible via BrightSpace < <https://bright.uvic.ca/d2l/home/205232> >

**Scheduled Day, Time | Room:** MTWRF, 2:30-4:20pm | Engineering Comp Science Bldg 116

**Teaching Assistant (TA):** Carolyn Helps < [chelps@uvic.ca](mailto:chelps@uvic.ca) >

**Course Pre- or corequisites:** Completed or concurrently enrolled in all of PSYC 100A and PSYC 100B.

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## Course Content

In this course, we focus on the historical and conceptual foundations 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 also like a case study, an exploration of the people, events, and experiences that have made psychology what is it today.

## Course Materials

- 1) Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11<sup>th</sup> ed.). Boston, MA: Cengage Learning. (purchase hardcopy; or [rent eTextbook](#))
- 2) Supplemental Readings (available at course website)
- 3) Skeletal PowerPoint slides (available at course website)
- 4) Narrated PowerPoint presentations (available at course website)
- 5) *THINK FAST* computer program (optional; available at course website)

## Course Overview

This course contains 14 units. Each unit roughly corresponds to a chapter in the textbook. We will cover one unit per class day, with a lecture, an in-class activity, and possibly a video presentation taking place in the classroom and a Unit Quiz taking place outside of the classroom on that same day.

In lectures, I will focus on addressing the answers to selected review questions for that day's required reading from the textbook (see *Review Questions* section), clarifying and sometimes expanding upon that content. Before lecture, you are encouraged to download the skeletal PowerPoint slides for that reading (available at the course website) and use them for notetaking purposes. Those "skeletal" slides contain the bare bones of that day's lecture agenda. Lectures will always be accompanied by an in-class activity (see *In-Class Activity* section) and sometimes also by a video presentation/quiz (see *Video Quizzes* section).

Outside of class, you can review most of what was covered in each day's lecture by watching a narrated PowerPoint presentation about that same material (available at the course website).

Some class days I may finish the lecture agenda early, in which case class will end early; on other class days I may run out of time to finish that agenda. In the latter case, as homework, you will need to watch the missing part of the lecture in the corresponding narrated PowerPoint presentation, as ALL material from the lecture agenda is testable.

For each lecture, a Unit Quiz based on that same unit material is scheduled on that same day, to be written outside of class. While there is a 12-hour window (noon to midnight) within to write the quiz, you are advised to wait until after lecture to write it (or at least until after viewing the corresponding narrated PowerPoint presentation).

There are also two exams, one scheduled midway through and the other at the end of the course, each of which must be written in class during class hours. The exams are invigilated.

Brightspace limits how I can structure the agenda for any given class day. It is very important always to be looking ahead in Brightspace to see what is due prior to the next class.

Should you have questions during the semester, I encourage you first to consider posting them at the Q&A forum. Interacting with your peers is strongly encouraged, and the Q&A forum provides that opportunity; while not required, bonus points can be earned for such activity (see the *Q&A Bonus* section). You can also meet with me during my office hours after class (by appointment) to get an immediate response to your questions. For any concerns related to your grades, email them to your TA (Carolyn), as it is she who will be marking your work.

## Course Components

**Review Questions.** These can be found at the end of each chapter in our textbook. Review Questions are important because: (1) they are the focus of the lectures, (2) many of the Unit Quiz items are based on the answers to them, and (3) the essay items on the exams will be worded practically verbatim to them. You would be wise to use the Review Questions to direct your reading of the textbook chapters and to practice writing out the answers to them when preparing for the Unit Quizzes and the exams.

**In-Class Activities.** Each lecture will include an in-class activity. Typically, during the lecture I will intermittently pause and pose a question about the content under discussion. You will be asked to respond electronically via a link provided at the course website. The protocol is informal in that comparing your answers with those of other students is not only fine but encouraged. After the lecture, an answer key will be posted at the course website. Overall, this component counts **60 points** toward your final grade. Only the best 12 scores will count, meaning your lowest two in-class activity scores will be dropped.

**Video Quizzes.** Video presentations are scheduled, sometimes to be viewed in class and sometimes outside of class as homework, often depending on time constraints. For the longer videos, there is an accompanying "Video Quiz" (available at the course website). While watching these longer videos, you should have quiz for it at hand and complete it. If you are paying attention, then 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. The statements are arranged in the same order that the corresponding material is discussed in

the video. You will NOT be submitting the Video Quizzes for credit. However, they are important because some of the very same items (or slight derivations thereof) will appear on that day's Unit Quiz. You will not find the answers to the Video Quiz items in the textbook; you must watch the video.

**Unit Quizzes.** There is a Unit Quiz scheduled every lecture day, to be written outside of class that same day. Each Unit Quiz is based on all the material comprising that unit (i.e., required reading, lecture, and sometimes a video). Each one consists of about 25 multiple-choice items, and occasionally an open-ended item. There are 14 Unit Quizzes, all equally weighted. Overall, this course component is worth **480 points** toward your final grade. Only the best 12 scores will count, meaning that your lowest two quiz scores will be dropped. Online feedback will NOT be provided for the Unit Quizzes. However, upon request, you can review your quizzes with me during my office hours.

Most students should be able to complete a Unit Quiz in 25 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, I can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read the chapter and view the PowerPoint presentation for the very 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 50 minutes to accommodate all students, including those registered with CAL.

It will not suffice to read the textbook chapter only or to attend the lecture only. Given that both are required activities for any unit, the expectation is that you do both and study material from both before writing the quiz for that unit. For each Unit Quiz, unless otherwise noted, you are expected to know all pertinent material covered in the textbook chapter, even if some of that material is not also covered in lecture. And, you are expected to know all pertinent material covered in lecture, even if some of that material is not also covered in the corresponding textbook chapter. 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). Also, as noted earlier, the skeletal PowerPoint slides for each chapter contain the bare bones of the lecture agenda for that chapter. Some days I may run out of time to finish the lecture agenda. In that case, as homework, you will need to watch the missing part of the lecture in the corresponding narrated PowerPoint presentation, as ALL material from the lecture agenda is testable.

**Exams.** There are two evenly spaced invigilated exams, to be written online in class. Exam 1 (June 14) covers Units A-G and Exam 2 (June 24) covers Units H-N. The exams will consist of both multiple-choice and essay items. The exams will be based on all the required readings for each unit (the textbook chapters and any supplemental readings). Any material exclusive to the videos will NOT be assessed on the exam. To help you prepare, you will be provided in advance with a list of possible essay items that could appear each exam. Overall, this course component is worth **460 points** toward your final grade, with each exam weighted equally. Students registered with CAL will write their exams at CAL with their time accommodations.

## **BONUS**

**Q&A Forum.** Interacting with your fellow students in this course is encouraged, but it is not required. There is a Q&A forum at the course website set up for this purpose. As an alternative to posing your questions to me (or to your TA), you can post them to this forum, hopefully to be answered by your peers. If you make a valuable contribution to this forum, you will earn **4 bonus points**. That might

entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can earn up to **20 bonus points** this way. However, you will be awarded credit for only two valuable contributions per week (even if you make more than two that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration (detailed instructions are provided at the course website). To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

You can earn up to **35 bonus points** in total. So, more possibilities will become available. Details to be announced. Take advantage of all opportunities!

### **OPTIONAL (but recommended)**

**THINK FAST.** 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 a deck of cards corresponding to each chapter in the textbook. 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 comes from the required textbook readings 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**

In-Class Activities (best 12 of 14)	60
Unit Quizzes (best 12 of 14)	480
Exam 1 (Units A-G)	230
Exam 2 (Units H-N)	230
<b>TOTAL</b>	1000
Bonus up to...	35

## Notes

- 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, there will be zero credit and no make-up for any assignments or quizzes not turned in on time.
- 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 prior to the deadline or immediately upon their return to discuss the situation. Otherwise, no concession.
- If you miss a Unit Quiz or in-class activity for whatever reason, it will count as one of the two (of the 14) scores for that component that you will be dropping. There are no makeups. If you miss more than two of either, that is a significant amount of work to have missed in a condensed summer course like ours and thus you might consider dropping the course.

## Grading Scale

Grade	Grade Point Value	Percentage
A+	9	90 - 100
A	8	85 - 89
A-	7	80 - 84
B+	6	77 - 79
B	5	73 - 76
B-	4	70 - 72
C+	3	65 - 69
C	2	60 - 64
D	1	50 - 59
F	0	0 - 49

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.

## N grades

Students who have completed the following elements will be considered to have completed the course and will be assigned a final grade:

- 7 or more Unit Quizzes attempted
- both exams attempted

Failure to complete either or the above will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student’s GPA as 0. The maximum percentage that can accompany an N on a transcript is 49. In accordance with UVic’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. So, students can only request deferrals for the completion of required course components and not for non-essential course components.

## Territory Acknowledgment

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.

## CLASS SCHEDULE

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June 2 (Th)	<ul style="list-style-type: none"> <li>• Introduction to course format</li> </ul>
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June 3 (F)	<p><b>UNIT A: <i>Studying History</i></b></p> <ul style="list-style-type: none"> <li>• Required textbook reading: Chapter 1</li> <li>• Required supplemental reading - <i>Is Psychology a Science? / Persistent Questions in Psychology</i></li> <li>➤ Video/Quiz - <i>How Does Science Add to Knowledge?</i></li> <li>★ Write Unit A Quiz (by midnight)</li> </ul>
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June 6 (M)	<p><b>UNIT B: <i>Philosophical Influences</i></b></p> <ul style="list-style-type: none"> <li>• Required textbook reading: Chapter 2</li> <li>❖ Video/Quiz -- <i>Is Reason the Source of Knowledge?</i></li> <li>❖ Video/Quiz – <i>Does Knowledge Depend on Experience?</i></li> <li>★ Write Unit B Quiz</li> </ul>
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June 7 (T)	<p><b>UNIT C: <i>Physiological Influences</i></b></p> <ul style="list-style-type: none"> <li>• Required textbook reading: Chapter 3</li> <li>★ Write Unit C Quiz</li> </ul>
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June 8 (W)	<p><b>UNIT D: <i>The New Psychology</i></b></p> <ul style="list-style-type: none"> <li>• Required textbook reading: Chapter 4</li> <li>★ Write Unit D Quiz</li> </ul>
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June 9 (Th)	<p><b>UNIT E: <i>Structuralism</i></b></p> <ul style="list-style-type: none"> <li>• Required textbook reading: Chapter 5</li> <li>★ Write Unit E Quiz</li> </ul>
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June 10 (F)	<p><b>UNIT F: <i>Functionalism—Antecedent Influences</i></b></p> <ul style="list-style-type: none"> <li>• Required textbook reading: Chapter 6</li> <li>➤ Video/Quiz – <i>Darwin’s Revolution in Thought</i></li> <li>★ Write Unit F Quiz</li> </ul>
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June 13 (M)	<p><b>UNIT G: <i>Functionalism—Development &amp; Founding</i></b></p> <ul style="list-style-type: none"> <li>• Required textbook reading: Chapter 7</li> <li>➤ Video/Quiz – <i>Toward a School of Their Own (Parts 1-2)</i></li> <li>➤ Video/Quiz – <i>Toward a School of Their Own (Part 3)</i></li> <li>★ Write Unit G Quiz</li> </ul>
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June 14 (T)	<p>★ <b>EXAM 1 (Units A-G)</b></p> <p>❖ bonus MC items based on Chapter 8 (<i>Legacy of Functionalism</i>)</p>
June 15 (W)	<p><b>UNIT H: Behaviorism—Antecedent Influences</b></p> <ul style="list-style-type: none"><li>• Required textbook reading: Chapter 9</li><li>➤ Video/Quiz - <i>Toward a School of Their Own (Part 4)</i></li><li>★ Write Unit H Quiz</li></ul>
June 16 (Th)	<p><b>UNIT I: Behaviorism—Beginnings</b></p> <ul style="list-style-type: none"><li>• Required textbook reading: Chapter 10</li><li>★ Write Unit I Quiz</li></ul>
June 17 (F)	<p><b>UNIT J: Behaviorism—After Founding (1)</b></p> <ul style="list-style-type: none"><li>• Required textbook reading: Chapter 11 (pp. 235-243)</li><li>★ Write Unit J Quiz</li></ul>
June 20 (M)	<p><b>UNIT K: Behaviorism—After Founding (2)</b></p> <ul style="list-style-type: none"><li>• Required textbook reading: Chapter 11 (pp. 243-261)</li><li>• Required supplemental reading: <i>Power of Steady Misrepresentation</i></li><li>➤ Video/Quiz – <i>B.F. Skinner: A Fresh Appraisal</i></li><li>★ Write Unit K Quiz</li></ul>
June 21 (T)	<p><b>UNIT L: Gestalt Psychology</b></p> <ul style="list-style-type: none"><li>• Required textbook reading: Chapter 12</li><li>★ Write Unit L Quiz</li></ul>
June 22 (W)	<p><b>UNIT M: Psychoanalysis—Beginnings</b></p> <ul style="list-style-type: none"><li>• Required textbook reading: Chapter 13</li><li>➤ Video/Quiz – <i>Freud Under Analysis</i></li><li>★ Write Unit M Quiz</li></ul>
June 23 (Th)	<p><b>UNIT N: Psychoanalysis—After Founding</b></p> <ul style="list-style-type: none"><li>• Required textbook reading: Chapter 14</li><li>➤ Video/Quiz – <i>Is Mind Distinct from Body?</i></li><li>★ Write Unit N Quiz</li></ul>
June 24 (F)	<p>★ <b>EXAM 2 (Units H-N)</b></p> <p>❖ bonus MC items based on Chapter 15 (<i>Contemporary Developments</i>)</p>

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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](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)



**UNIVERSITY OF VICTORIA**  
**Department of Psychology**

**Important Course Policy Information**  
**Summer 2022**

***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 2022

<https://www.uvic.ca/calendar/future/undergrad/index.php#/programs?expanded=>

***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/calendar/future/undergrad/#/policy/Sk\\_0xsM\\_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%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. **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.

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 May 2022.

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

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

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca) Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
3. [https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate\\_Sept\\_2013.pdf](https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf)

# BE WELL



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

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php>

## ***Counselling Services:***

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

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)