



University of Victoria  
Department of Psychology  
**Introduction to Indigenous Mental Health and Well Being**  
PSYC 191 A01  
Psychology in Contemporary Society  
CRN: 12882, 1.5 Units  
Fall 2024  
TWF 1:30pm – 2:20pm  
Class Location: Cornett A121

**Territory Acknowledgement:** We acknowledge and respect the Ləkʷəŋən Peoples (Songhees and Esquimalt) on whose territory the university stands, and the Ləkʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.

*The instructor reserves the right to modify this course outline. Any changes will be announced to you in advance (both in class and posted on Brightspace).*

<b>Instructor</b>	Emily A. P. Haigh, Ph.D.
<b>Office</b>	COR B267
<b>Office Hours</b>	after class and by appointment
<b>Email</b>	emilyhaigh@uvic.ca
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## Calendar Description

This course will draw from North American Indigenous perspectives to explore mental health, wellness and healing. Topics will consider important historical and contemporary influences on the mental health of Indigenous People in Canada, including traditional forms and modalities of healing, the impact of colonialism on traditional healing, decolonizing approaches to mental health services, and community healing and restoration.

## Prerequisites

None

## Course Instructor

I am Anishinaabe from the Thessalon First Nation with ties to several historic Métis families in Sault Ste Marie (Robinson-Huron Treaty Territory) on my mom's side. I am English/Scottish settler on my dad's side. I grew up in Toronto and completed my undergraduate degree at McGill University. I earned my MA and PhD in clinical psychology at Kent State University in Ohio and completed a postdoctoral research fellowship at the Aaron T. Beck Psychopathology Research Unit at the University of Pennsylvania, School of Medicine. Before joining UVic in 2022, I was an associate professor and Director of Clinical Training at the University of Maine. In this role I conducted mainstream research on cognitive and emotional theories of depression and self-injurious behaviors. In recent years, I have taken steps to increase my understanding of Indigenous approaches to mental health and healing. Outside of being an associate professor, I am partner to Bryan, mom to Annabel, and Auntie to lots of little people. Thank you for your interest in Indigenous mental wellness and for the opportunity to learn together.

## Keep in Touch

- Please contact me at: [emilyhaigh@uvic.ca](mailto:emilyhaigh@uvic.ca)
- Do not message me through Brightspace
- ***Please include "PSYC 191" in the subject line of your e-mail*** and make sure you put your name and student number at the end of your message
- Please allow 2 business days for a reply. If I have not replied within that time frame, re- send your message and let me know it is the second time you are sending it

## **Required Text and Readings**

There is no textbook for this course. Instead, you will be reading selected chapters and articles, all of which will be posted on Brightspace.

## **Course Website**

We will use Brightspace to manage the course. On Brightspace you will find the syllabus, readings, media, assignments, information necessary for in-class and online activities, and relevant announcements (e.g., grades).

Please make sure you regularly check your email linked to Brightspace for course announcements.

## **Course Description**

Through in-person lectures and online synchronous discussion, this course will introduce students to the broad issues relating to Indigenous Peoples mental wellbeing in Canada through a decolonizing lens. Students will critically reflect on the impact of colonialism and role of Indigenous knowledge systems on mental wellbeing.

## **Intended Learning Outcomes**

By the end of this course, students will be able to:

- Demonstrate emerging cultural sensitivity and humility with respect to Indigenous Peoples in Canada
- Contextualize Indigenous mental wellness by understanding historical trauma and resilience
- Better understand, identify, and explain key theoretical concepts and issues related to Indigenous mental wellness both in Canada and beyond
- Critically engage in decolonial perspectives and how these have shaped Indigenous peoples' experiences within mental health systems.

## **Sensitive Material**

As we discuss the impact of colonialism on the mental wellness of Indigenous Peoples in Canada, lectures will necessarily contain material that may make students feel periodically uncomfortable and possibly distressed. You may also experience discomfort as you discuss course material during your small group discussions. This class will allow students the opportunity to gain experience navigating their own and other's reactions to painful truths in a respectful and thoughtful manner.

To engage most effectively with the course, students are encouraged to proactively develop a self-care plan (e.g., schedule a walk after class) and monitor their physical and psychological wellness. If students have concerns or are unable to engage with the course material, they are encouraged to reach out to the instructor or teaching assistant. Students may also take advantage of additional supports such as:

UVic Counseling Center; <https://www.uvic.ca/student-wellness/index.php>

Indigenous students may wish to connect with Indigenous Counsellors, Roger John ([indigcoun1@uvic.ca](mailto:indigcoun1@uvic.ca)) or Marcey Louis ([indigcoun2@uvic.ca](mailto:indigcoun2@uvic.ca)).

## Evaluation

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

Assignments	Value (%)	Due Date
Group Discussion Participation	30%	Ongoing
Level 1 Decolonizing Toolbox: Activity and Reflection	10%	SEPT 13, 2024
Level 2 Decolonizing Toolbox: Activity and Reflection	15%	SEPT 27, 2024
Test 1	15%	OCT 11, 2024
Test 2	15%	NOV 01, 2024
Test 3	15%	DEC 04, 2024
Total	100%	

## Description of Assignments

### Readings

Students are expected to come to class and small group discussions having completed weekly assigned readings.

### Group Discussion Participation (30%)

In additions to lectures, there will be near weekly opportunities to meet in small groups to engage with course content (e.g., readings, lectures, media). Group members will work together to answer discussion prompts by listening to one another and discussing course material in a respectful and collegial manner. The instructor and TA will circulate among groups to answer questions and facilitate engagement with the material.

Each group will submit one collective record of their discussion. Groups may want to identify one person to be the discussion leader and at least one person to be the notetaker. As a participant, it is your responsibility is to help your group or community learn. You can do this by engaging in respectful listening, being open to learning, encouraging peer participation and sharing your own experience and understanding of the material.

Students earn up to 30% for participation in group discussion. The instructor/TA will evaluate group members' contribution by giving weight to the following elements: overall quality of discussion as demonstrated by integration of course content (readings, videos, etc.) in response to discussion prompts, evidence of engagement and depth of thinking through elaboration of multiple viewpoints. Each record will be marked either 'developing' (4%) or 'proficient/extending' (5%). Students who are not present for the in-class activities will receive 0% for the group discussion. The group discussion will **not** be graded on September 6<sup>th</sup>, 2024.

***What if I miss a group discussion?*** It is understandable that students fall ill, or other unexpected events occur, and therefore we allow each student two “free” missed group discussions without explanation. That is, your two lowest discussion grades will be dropped when calculating your final grade (in the case of a missed class, that lowest mark will be a “0”), and you can miss two discussion groups and still receive full points for participating in group discussion participation.

Generative Artificial Intelligence (GenAI) Statement. Please be advised that in this course you are not authorized to use any form of generative AI. To successfully complete the course activities, generative AI is not required nor welcomed. Students should not make any use of generative AI tools such as ChatGPT, Grammarly, among others that use AI for content generation and editing. As the University of Victoria states on its Academic Integrity Policy “Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility.” Therefore, you are expected to comply with the course syllabus and I encourage you to enhance your academic experience in this course by refraining from using generative AI.

### **Decolonial Toolbox Level 1: Activity and Reflection Assignment (10%)**

To increase knowledge and awareness of Indigenous realities in Canada, students will select and complete one activity from the [Decolonial Toolbox Level 1](#). After engaging with the material, students will complete a reflection form (due Sept. 13) where they will consider how the material challenges their own thoughts, ideas, assumptions or refines their thinking about a particular topic. A link to the reflection form will be posted on Brightspace.

### **Decolonial Toolbox Level 2: Activity and Reflection Assignment (15%)**

To increase knowledge and awareness of the impact of settler colonialism on Indigenous Peoples in Canada, students will select and complete one activity from the [Decolonial Toolbox Level 2](#). After engaging with the material, students will complete a reflection form (due Sept. 20) where they will consider how the material challenges their own thoughts, ideas, assumptions or refines their thinking about a particular topic. A link to the reflection form will be posted on Brightspace.

### **Tests (45%)**

To increase engagement with the course material and assess comprehension students will complete 3 short tests worth 15% each (45% total of final grade). Each test will be open book and online via Brightspace. The tests consist of multiple-choice questions. Each test should take on average less than 50 minutes to complete; however, you can take as long as 6 hours. Please complete the test on your own and don't share your answers. The test will close at 7:30pm. We do not have a final exam during the exam period.

### **Policy on Attendance, Late/Missed Assignments/Tests**

Successful completion of the course requires consistent attendance for all lectures and virtual discussion groups. Students should arrive on time for class and the small group discussions. It is the student's responsibility to obtain any missed notes or assignments from classmates. More than 2 absences in the discussion groups will lead to a lower grade.

All assignments must be successfully completed to pass this class. A student should submit requests for an extension BEFORE the due date. Extensions will not be granted on, or following, the due date. If a student cannot complete an assignment or test due to serious illness, accident, or family affliction, please contact the TA by email as soon as possible to make alternative arrangements. If a student misses a test and fails to contact the TA within seven days of the exam date, the student will be assigned an N mark (failure due to not completing a course requirement) for the course.

## Grades

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course: Decolonial Toolbox Level 1 and 2 and three tests. 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.

Grades are assigned according to the department grading policy for undergraduate courses (i.e., “Performance that is at expected levels and demonstrates a clear understanding of all, or most aspects of the course material examined normally receives a grade of A- or higher. Performance that demonstrates a good understanding of some but not all aspects of the course material normally is assigned a grade of B or B+.”) Please see the department website for more detail on the grading policy. The conversion from percent to final grade is listed below. When the final grade is a fraction, values of .5 or more will be rounded up to the next highest grade. See the University Calendar for the conversion of letter grades to grade points.

<b>A+</b>	<b>90 – 100</b>	<b>B+</b>	<b>77 – 79</b>	<b>C+</b>	<b>65 – 69</b>	<b>F</b>	<b>0 – 49</b>
<b>A</b>	<b>85 – 89</b>	<b>B</b>	<b>73 – 76</b>	<b>C</b>	<b>60 – 64</b>	<b>N</b>	<b>Incomplete</b>
<b>A-</b>	<b>80 – 84</b>	<b>B -</b>	<b>70 – 72</b>	<b>D</b>	<b>50 – 59</b>		

If a student is disappointed with a grade, it is the student’s responsibility to arrange to meet with the instructor or TA to review the assignment at the time the material is graded, not at the end of the term when the final grade is awarded.

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.

## Important Course Dates:

Friday September 20 <sup>th</sup>	Last day for adding courses that begin in the first term
Tuesday October 31 <sup>st</sup>	Last day for withdrawing from first term courses without penalty of failure

## Tentative Course Schedule:

Please note that this is a tentative outline. The order might be changed, and additional/alternate materials may be added as deemed necessary by the instructor.

DATE	TOPIC	READINGS   ASSIGNMENTS
SEPT 4	Welcome	<a href="#">Syllabus</a>
SEPT 6	Discussion Groups	Meet your peers and locate yourself  <a href="#">Indigenous Ally Toolkit</a>
SEPT 10	Names for Indigenous peoples'	<b>No class meeting</b>  Watch recorded lecture posted on Brightspace  Vowel, C. (2016). Just don't call us late for supper: Names for Indigenous Peoples. <i>Indigenous Writes: A Guide to First Nations, Métis, &amp; Inuit Issues in Canada</i> , 7-13.
SEPT 11	Setting the context: determinants of health	<b>No class meeting</b>  Watch recorded lecture posted on Brightspace  Reading, C. (2018). Structural determinants of Aboriginal peoples' health. In M. Greenwood, S. de Leeuw, & N.M. Lindsay (Eds.), <i>Determinants of Indigenous Peoples' Health</i> , Second Edition. (3-17). Canadian Scholars.
SEPT 13		<b>No class meeting</b>  Complete Decolonial Toolbox Activity Level 1 (10%)
SEPT 17, 18	Setting the context: determinants of health	Czyzewski, K. (2011). Colonialism as a broader social determinant of health. <i>International Indigenous Policy Journal</i> , 2(1) doi: <a href="https://doi.org/10.18584/iipj.2011.2.1.5">https://doi.org/10.18584/iipj.2011.2.1.5</a>  Vowel, C. (2016). Our Stolen Generations: The Sixties and Millennial Scoops. <i>Indigenous Writes: A Guide to First Nations, Métis, &amp; Inuit Issues in Canada</i> , 181-190.  Middleton, J., Cunsolo, A., Jones-Bitton, A., Wright, C. J., & Harper, S. L. (2020). Indigenous mental health in a changing climate: a systematic scoping review of the global literature. <i>Environmental Research Letters</i> , 15(5), 053001.
SEPT 20	Discussion Groups	Decolonial Toolbox Activity 2: Reflection due by 1pm

SEPT 24, 25	Setting the context: Residential Schools in Canada	Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada. Truth and Reconciliation Commission of Canada, 2015, <a href="http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf">www.trc.ca/assets/pdf/Honouring the Truth Reconciling for the Future July 23 2015.pdf</a> .  Read: The history (pp. 37-134)
SEPT 27	Participate in National Day for Truth and Reconciliation (To earn participation points, upload a photo that captures how you marked the day by October 1 <sup>st</sup> )	
OCT 1&2	<i>miyo-pimatisiwin</i> <i>mino-bimaadiziwin</i>	Mussell, B. (2015). Mental Health from an Indigenous Perspective. In P. Menzies & L. Lavallée (Eds.), Journey to Healing. (187-199). Centre for Addiction and Mental Health.  Blume, A. W. (2022). Promoting New Psychological Understandings by Use of an Indigenous American Psychological Paradigm. Journal of Humanistic Psychology, 62(4), 540-562. <a href="https://doi-org.ezproxy.library.uvic.ca/10.1177/00221678211049875">https://doi-org.ezproxy.library.uvic.ca/10.1177/00221678211049875</a>  Richmond, C. (2018). The relatedness of people, land, and health: stories from Anishinaabe Elders. <i>Determinants of indigenous peoples' health: Beyond the social</i> , 167-185.
OCT 4	Discussion Groups	
OCT 8,9	Indigenous Approaches to Mental Wellness	Hart, M.A. (2015). Indigenous Ways of Helping. In P. Menzies & L. Lavallée (Eds.), Journey to Healing. Centre for Addiction & Mental Health (73-85). Centre for Addiction and Mental Health.  Walsh, R., Danto, D., & Sommerfeld, J. (2020). Land-based intervention: A qualitative study of the knowledge and practices associated with one approach to mental health in a Cree community. International Journal of Mental Health and Addiction, 18, 207-221.
OCT 11	<b>Test 1</b>	Online, open book
OCT 15,16	Mainstream indicators of Indigenous Mental Health	Nelson, & Wilson, K. (2017). The mental health of Indigenous peoples in Canada: A critical review of research. Social Science & Medicine (1982), 176, 93–112. <a href="https://doi.org/10.1016/j.socscimed.2017.01.021">https://doi.org/10.1016/j.socscimed.2017.01.021</a>



		Two-eyed seeing <a href="https://youtu.be/_CY-iGduw5c">https://youtu.be/_CY-iGduw5c</a>
OCT 18	Discussion Groups	
OCT 22 & 23	Historical Trauma	Gone, J. P., Hartmann, W. E., Pomerville, A., Wendt, D. C., Klem, S. H., & Burrage, R. L. (2019). The impact of historical trauma on health outcomes for Indigenous populations in the USA and Canada: A systematic review. <i>American Psychologist</i> , 74(1), 20-35.  Burrage, Momper, S. L., & Gone, J. P. (2022). Beyond trauma: Decolonizing understandings of loss and healing in the Indian Residential School system of Canada. <i>Journal of Social Issues</i> , 78(1), 27–52.
OCT 25	Discussion Groups	
OCT 29 & 30	Substance Use	Wendt, D. C. (2019, December). “Careful the tale you tell”: Indigenous Peoples and alcohol use problems. <i>Psynopsis</i> (Magazine of the Canadian Psychological Association), 41(3), pp. 11,13. <a href="https://cpa.ca/docs/File/Psynopsis/2019/Psynopsis_Vol_41-3.pdf">https://cpa.ca/docs/File/Psynopsis/2019/Psynopsis_Vol_41-3.pdf</a>  Vowel, C. (2016). The Myth of the Drunken Indian. <i>Indigenous Writes: A Guide to First Nations, Métis, &amp; Inuit Issues in Canada</i> , 7-13.  Gonzalez VM, Skewes MC. Association of the firewater myth with drinking behavior among American Indian and Alaska Native college students. <i>Psychol Addict Behav</i> . 2016 Dec;30(8):838-849. doi: 10.1037/adb0000226. Epub 2016 Oct 13. PMID: 27736147; PMCID: PMC5222774.  Weatherall TJ, Conigrave KM, Conigrave JH, Lee KSK. What is the prevalence of current alcohol dependence and how is it measured for Indigenous people in Australia, New Zealand, Canada and the United States of America? A systematic review. <i>Addict Sci Clin Pract</i> . 2020 Sep 17;15(1):32. doi: 10.1186/s13722-020-00205-7. PMID: 32943111; PMCID: PMC7499847.
NOV 1	<b>Test 2</b>	Online, open book
NOV 5 & 6	Loss, Suicide	<a href="https://www.kanopy.com/en/product/133734">https://www.kanopy.com/en/product/133734</a>

		Chandler, M. J., & Dunlop, W. L. (2018). Cultural wounds demand cultural medicines. Determinants of Indigenous peoples' health: Beyond the social, 145-160.  <a href="#">Life Promotion Toolkit</a>
NOV 8	Discussion Groups	
NOV 11, 13	READING BREAK	
NOV 15	NO CLASS	
NOV 19, 20	Canadian Psychological Association: Response to TRC	<a href="#">Canadian Psychological Association &amp; the Psychology Foundation of Canada. (2018). Psychology's response to the truth and reconciliation commission of Canada's report.</a>  <a href="#">Indigenous Cultural Safety List</a>
NOV 22	Discussion Groups	
NOV 26, 27	Decolonial and Indigenous approaches to mental health and healing	Gone, J. P., & Calf Looking, P. E. (2011). American Indian culture as substance abuse treatment: Pursuing evidence for a local intervention. <i>Journal of Psychoactive Drugs</i> , 43(4), 291-296.  Wendt DC, Huson K, Albatnuni M, Gone JP. What are the best practices for psychotherapy with indigenous peoples in the United States and Canada? A thorny question. <i>J Consult Clin Psychol</i> . 2022 Oct;90(10):802-814. doi: 10.1037/ccp0000757. Epub 2022 Oct 3. PMID: 36190756.
NOV 29	Discussion Groups	
DEC 4	<b>Test 3</b>	Open, book online
DEC 7 to DEC 21	FINAL EXAM PERIOD	No Final Exam

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Fall Session 2024

### Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

### Attendance and Absences

**Attendance is important.** Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

### Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

### Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

### Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

## Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

## Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

## Ombudsperson and Academic Concerns

From the course calendar...

*Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.*

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

## Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

**The use of a generative artificial intelligence (AI) is strictly prohibited** in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Fall 2023.

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

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

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

## Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

## Program Requirements

For more information see the [UVic Calendar](#).

## Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

## Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**  
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**  
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**  
Apply at Records Services for a "[Request for Academic Concession](#)", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

## Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

## Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

### **This classroom is a trans-inclusive space**

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

### **University of Victoria Students' Society (UVSS)**

The [UVSS](http://uvss.ca) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

### **Academic Important Dates**

#### **Fall session – first term (September – December)**

Wednesday, September 4 <sup>th</sup>	First term classes begin for all faculties
Tuesday, September 17 <sup>th</sup>	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 20 <sup>th</sup>	Last day for adding courses that begin in the first term
Monday, September 30 <sup>th</sup>	Last day for paying first term fees without penalty
Monday, September 30 <sup>th</sup>	University Closed (National Day for Truth and Reconciliation)
Tuesday, October 8 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses
Monday, October 14 <sup>th</sup>	University Closed (Thanksgiving Day)
Thursday, October 31 <sup>st</sup>	Last day for withdrawing from first term courses without penalty of failure
Monday, November 11 <sup>th</sup>	University Closed (Remembrance Day)
November 11 <sup>th</sup> - 13 <sup>th</sup>	Reading Break for all faculties
Wednesday, December 4 <sup>th</sup>	Last day of classes in first term for all faculties
Wednesday, December 4 <sup>th</sup>	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Saturday, December 7 <sup>th</sup>	First-term examinations begin for all faculties
Friday, December 20 <sup>th</sup>	First term examinations end for all faculties
December 25 <sup>th</sup> - 31 <sup>st</sup>	University Closed (Winter Break)

#### **Add and drop dates for standard 2024-2025 Winter Session courses**

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>	<b>100% Fee Reduction</b>	<b>Add Deadline</b>	<b>50% Fee Reduction</b>	<b>Academic Drop no Fee Reduction</b>
<b>First term</b>	Sep 4	Dec 4	Sep 17	Sep 20	Oct 8	Oct 31
<b>Second term</b>	Jan 6	Apr 4	Jan 19	Jan 22	Feb 9	Feb 28

## 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: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021

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

Web: <https://www.uvic.ca/sexualizedviolence/>



# BE WELL



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

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

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

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

## ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

## ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

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

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>