

UNIVERSITY OF VICTORIA

PSYC 243 (A01)

Introduction to Lifespan Fall 2024

CRN: 12900

**Class Time:** 2:30pm-3:20pm (MWR)

**Class Room:** Building: Engineering Comp Science Bldg  
Room: 123

**Instructor:** Jamie Knight (she/her) **Email:** [jknight@uvic.ca](mailto:jknight@uvic.ca)  
(Include **PSYC 243** in the subject line)  
**Office Hours:** by appointment

**TA:** TBD (See Brightspace) **Email:** TBD  
Pronouns: (Please include PSYC 243 in the subject line)  
**Office Hours:** by appointment

**TERRITORY ACKNOWLEDGEMENT**

We acknowledge with respect the Lkwungen peoples on whose traditional territory the university stands and Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

**COURSE DESCRIPTION:**

Many remarkable changes occur from before birth (prenatal) to death. This course will cover a broad swath of foundational concepts of lifespan development psychology, such as sensitive periods, developmental stages and transitions, and trajectories of change across the lifespan.

**REQUIRED MATERIALS:**

- **Textbook:** Essentials of Life-Span Development 2nd Ed. By John W. Santrock, Catherine Mondloch, Susan Chuang
- **Course Website:** On BrightSpace; <https://bright.uvic.ca/>

All course materials including lecture slides, assignments, announcements, and grades will be posted on BrightSpace (sign in in with your NetLink ID).

**Prerequisites:** PSYC 100A and 100B.

Please check your registration status to ensure you are registered and have the required prerequisites before the drop deadline: October 31 (<https://www.uvic.ca/students/>)

[undergraduate/course-registration/?utm\\_medium=redirect&utm\\_source=/current-students/home/course-registration/add-drop/index.php&utm\\_campaign=redirect-usage](https://www.uvic.ca/undergraduate/course-registration/?utm_medium=redirect&utm_source=/current-students/home/course-registration/add-drop/index.php&utm_campaign=redirect-usage)).

Drop deadlines can be found here: <https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/BJxDO92eP>

### **COURSE FORMAT:**

This course is in person. This outline provides you with general information on the objectives, evaluation, and schedule. It is your responsibility to check BrightSpace for current information.

### **Learning Outcomes:**

Upon completion of the course, my goal is for you to achieve the following learning outcomes:

1. Better understand the major characteristics and changes relevant to physical, cognitive, and socio-emotional changes across the lifespan and to be able to communicate this knowledge to professionals and members of the community.
2. Describe the different theoretical perspectives that guide research in developmental science, evaluate an issue from different perspectives, and identify limitations or confounding factors to topics related to development.
3. Further develop your writing, and in particular improve your ability to write about key topics in lifespan development

### **EVALUATION AND GRADING**

Evaluation of your grade will be based upon: (a) in-class exams, (b) participation, and (d) a final exam. Completion of the three exams and the final exam are required components of the course. The expectations for each are briefly outlined below.

#### **Exams.**

| <b>Evaluation</b>   | <b>Percentage of Grade</b> | <b>Date</b>  |
|---------------------|----------------------------|--------------|
| Exam 1              | 18%                        | September 20 |
| Exam 2              | 18%                        | October 16   |
| Exam 3              | 18%                        | November 15  |
| Final Exam          | 25%                        | TBD          |
| In-Class Activities | 10%                        | TBD          |
| Online Activities   | 10%                        | TBD          |

Exams will consist of multiple choice questions. Exams 1 to 3 will be held during regular class times and the final exam will be held during the exam period. More information on the exams will be provided through Brightspace.

### Participation.

In-class participation will consist of small group and class discussions. Observations from the readings, questions about the readings, and related personal observations are all relevant. On-line participation will consist of posting in the discussion sections in the BrightSpace Forum. Your grade for participation will be comprised of attendance, active listening, being respectful and contributing to class discussion in comments or asking questions that facilitate learning, encouraging your peers in the discussion boards, being actively involved in creating the “take-home message” and completing sections in the discussion board.

### Grades

The final letter grade obtained in the course will be based on your total scores for all the assignments and exams. Rounding will occur only once: when calculating your final grade. This means that the total percent score will be rounded up only for values of 0.5 or greater (e.g., 89.5 will be rounded up to 90, but 89.4 will not). Grades are assigned using the following criteria from the University Calendar.

Failure to complete one or more of the exams will result in a grade of “N” - regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession.” Consequently, students can only request deferrals for the completion of required course components (exams) and not for non-essential course components (assignments, in-class group activities). You must apply to the Office of the Registrar to request a deferral (see the UVic Calendar for guidelines).

| Undergraduate Grading Scale |                   |                                      |   |
|-----------------------------|-------------------|--------------------------------------|---|
| Passing Grades              | Grade Point Value | Percentage For Instructor Use Only * | Description   |
| A+                          | 9                 | 90 – 100                             | Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.         |
| A                           | 8                 | 85 – 89                              |   |
| A-                          | 7                 | 80 – 84                              |   |
| B+                          | 6                 | 77 – 79                              | Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area. |
| B                           | 5                 | 73 – 76                              |   |
| B-                          | 4                 | 70 – 72                              |   |
| C+                          | 3                 | 65 – 69                              | Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.  |
| C                           | 2                 | 60 – 64                              |   |
| D                           | 1                 | 50 – 59                              | Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.  |
| COM                         | Excluded Grade    |                                      | Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.  |

### ADMINISTRATIVE NOTES:

It is your responsibility to: (a) check your registration status by the drop deadlines to ensure you are registered in the course; (b) familiarize yourself with the Department of Psychology's Course Policy information (attached below); and (c) understand the University's Policy on Academic Integrity ([www.web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html](http://www.web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html)).

## Respect for Diversity

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.

## TENTATIVE SCHEDULE

*This is a TENTATIVE Outline—the most current information will be on BrightSpace*

|               | Date     | Topic                                 |                    |
|---------------|----------|---------------------------------------|--------------------|
| <b>Week 1</b> | Sept 4th | Lifespan Theories                     | Reading: Chapter 1 |
|               | Sept 6   | Lifespan Theories                     |                    |
| <b>Week 2</b> | Sept 9   | Biological Development                | Reading: Chapter 2 |
|               | Sept 11  | Biological Development                |                    |
|               | Sept 13  | Biological Development                |                    |
| <b>Week 3</b> | Sept 16  | Physical Development: Infancy         | Reading: Chapter 3 |
|               | Sept 18  | Physical Development: Infancy         |                    |
|               | Sept 20  | Physical Development: Infancy         | Exam 1             |
| <b>Week 4</b> | Sept 23  | Socioemotional Development: Infancy   | Reading: Chapter 4 |
|               | Sept 25  | Socioemotional Development: Infancy   |                    |
|               | Sept 27  | Socioemotional Development: Infancy   |                    |
| <b>Week 5</b> | Sept 30  | No Class                              | Reading: Chapter 5 |
|               | Oct 2    | Physical Development: Childhood       |                    |
|               | Oct 4    | Physical Development: Childhood       |                    |
| <b>Week 6</b> | Oct 7    | Socioemotional Development: Childhood | Reading: Chapter 6 |

|                | Date   | Topic                                       |                     |
|----------------|--------|---|---------------------|
|                | Oct 9  | Socioemotional Development: Childhood       |                     |
|                | Oct 11 | Socioemotional Development: Childhood       |                     |
| <b>Week 7</b>  | Oct 14 | No Class - Thanksgiving                     | Reading: Chapter 7  |
|                | Oct 16 | Exam 2                                      | Exam 2              |
|                | Oct 18 | Physical Development: Adolescence           |                     |
| <b>Week 8</b>  | Oct 21 | Socioemotional Development: Adolescence     | Reading: Chapter 8  |
|                | Oct 23 | Socioemotional Development: Adolescence     |                     |
|                | Oct 25 | Socioemotional Development: Adolescence     |                     |
| <b>Week 9</b>  | Oct 28 | Physical Development: Early Adulthood       | Reading: Chapter 9  |
|                | Oct 30 | Physical Development: Early Adulthood       |                     |
|                | Nov 1  | Physical Development: Early Adulthood       |                     |
| <b>Week 10</b> | Nov 4  | Socioemotional Development: Early Adulthood | Reading: Chapter 10 |
|                | Nov 6  | Socioemotional Development: Early Adulthood |                     |
|                | Nov 8  | Socioemotional Development: Early Adulthood |                     |
| <b>Week 11</b> | Nov 11 | Reading Break                               |                     |
|                | Nov 13 | Reading Break                               |                     |
|                | Nov 15 | Exam 3                                      | Exam 3              |
| <b>Week 12</b> | Nov 18 | Physical Development: Adulthood             | Reading: Chapter 11 |
|                | Nov 20 | Physical Development: Adulthood             |                     |
|                | Nov 22 | Physical Development: Adulthood             |                     |
| <b>Week 13</b> | Nov 25 | Socioemotional Development: Adulthood       | Reading: Chapter 12 |
|                | Nov 27 | Socioemotional Development: Adulthood       |                     |
|                | Nov 29 | Socioemotional Development: Adulthood       |                     |

|                | <b>Date</b> | <b>Topic</b>   |                     |
|----------------|-------------|--|---------------------|
| <b>Week 14</b> | Dec 2       | Death & Dying  | Reading: Chapter 13 |
|                | Dec4        | National Day of Remembrance and Action on Violence Against Women | No Class            |
|                |             |  |                     |
| <b>TBD</b>     |             | 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](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](#)!

### Academic Important Dates

#### [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

| Term        | Start Date | End Date | 100% Fee Reduction | Add Deadline | 50% Fee Reduction | Academic Drop no Fee Reduction |
|-------------|------------|----------|--------------------|--------------|-------------------|--------------------------------|
| First term  | Sep 4      | Dec 4    | Sep 17             | Sep 20       | Oct 8             | Oct 31                         |
| Second term | 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/>