



# PSYC 366 (A01) (CRN 12937) Psychological Disorders of Childhood and Adolescence September to December 2024

*We acknowledge and respect the lək'wəŋən peoples on whose unceded territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

Instructor		Teaching Assistant
Lauren Matheson, MSc ( <i>she/her</i> ) Clinical Psychology Doctoral Student		TBA Clinical Psychology Doctoral Student
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<b>Office Hours:</b>	1:30pm-2:20pm Monday-Friday or Zoom by appointment	OFFICE HOURS or by appointment (in person or via Zoom)
<b>Office:</b>	TBA	

**Prerequisites.** The prerequisites for this course are PSYC 260 and PSYC 201. 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 their degree program. Given the demand for this course, students who do not attend the first two classes (and do not provide notification to the instructor if valid circumstances prevent attendance) will be dropped from class registration.

**Class Time:** Monday, Wednesday, and Thursday – 2:30pm – 3:20pm, September 4<sup>th</sup> to December 4<sup>th</sup>, 2024

**Classroom:** MacLaurin Building, A144

**Required Text:** Mash, E. J., Wolfe, D. A., & Williams, K. (2023). Child psychopathology (8th ed.). Cengage.

**Learning Format.** This course will be offered in person. You are expected to read the textbook prior to class. Lectures address some of the core textbook content but will also expand beyond the material in the textbook. We will also use class time for questions and group discussions. If you are not feeling well, you are encouraged to stay home. I will make all slides available on the course Brightspace page.

**Respect for Diversity.** I am committed to promoting, providing, and protecting a positive, supportive, and safe learning environment. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that students' learning needs will be addressed both in and out of class. I view the diversity that students bring to this class as a resource, strength and benefit. I aim to present materials and activities that are respectful of diversity: gender, sexuality, age, disability, physical appearance, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the



course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make alternative arrangements for you.

**Academic Integrity.** Please read and respect UVic's policies on academic integrity. One of the aims of UVic's academic integrity policies is to ensure that the work that students submit is their own. I request that students refrain from using AI to generate any of their written work for this course. Assignments for this class will be evaluated in part on the degree to which critical thinking and self-reflection are employed to create a nuanced final product.

**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.

### **Course Description and Learning Outcomes**

This course introduces you to current research and theory in clinical child psychology and developmental psychopathology. Across a range of disorders, we will discuss multiple theoretical perspectives on the classification, etiology, treatment, and prevention of psychological problems in childhood and adolescence. The topics we will cover include neurodevelopmental disorders, behavioural disorders, depressive and anxiety disorders, eating disorders, substance use disorders, traumatic stress, and child maltreatment. Emphasis is placed on the importance of considering children's adjustment within their larger environment and sociocultural context. We will attend to how various identities (e.g., gender, race-ethnicity, ability, social class, sexual orientation, nativity, etc.) shape the experience, expression, and response to various mental health challenges. We will use a developmental perspective to understand the factors that place children at increased risk for psychological disorders, the impact of risk factors, and the factors that protect children in stressful circumstances. We will also apply a critical lens to the field to understand the limits of what we currently know. Topics will be considered from a scientist-practitioner perspective (e.g., attention to evidence base) and a social justice perspective (e.g., attention to power dynamics and structural inequities that differentially affect individuals with marginalized identities).

After completing this course, you will be able to:

1. Critically analyze the terms and constructs used to define mental health and wellbeing (e.g., "abnormal" and "disordered").
2. Identify the symptoms of various forms of psychopathology in children and youth as well as their typical developmental courses.
3. Differentiate between the prominent biological, psychological, and sociocultural theories of mental health and wellbeing.
4. Analyze the role of factors such as sex and gender, culture, and typical development in framing mental health issues.
5. Identify issues relevant to diversity and social justice in the context of mental health and wellbeing, including the ongoing impacts of colonialism.
6. Explain the impact of mental health challenges on individuals, their families, and communities.
7. Advocate for empathic and non-stigmatizing representations of mental health.
8. Critique the strengths and weaknesses of current systems of classifying mental health disorders.



9. Assess information about mental health and wellbeing for accuracy and/or bias.

### Course Schedule

This schedule is tentative as the pace of the course and content covered each class may vary. The examination dates will remain fixed. All assigned readings are to be completed before the class that they are attached to. Please see Important Dates section for due dates.

Note: Optional readings and materials (e.g., podcast episodes, websites) will be assigned in addition to textbook chapters.

Class Dates	Topic	Text Chapters
September 4	Introduction & Overview	
September 5 and 9	Organizing Frameworks	Chapter 1
September 11, 12, and 16	Theoretical Models of Psychopathology	Chapter 2
September 18, 19, and 23	Culture and Diagnosis	Chapter 4.1-4.3
September 25 and 26	Trauma and Stress-Related Disorders	Chapter 12
October 2	<b>Midterm #1</b>	
October 3, 7, and 9	Autism Spectrum Disorder	Chapter 6
October 10, 16, and 17	Attention Deficit/Hyperactivity Disorder	Chapter 8
October 21 and 23	Conduct Disorders	Chapter 9
October 24	Intellectual Developmental Disorder and Specific Learning Disorders	Chapters 5.1, 5.2, and 7.4
October 28 and 30	Assessment and Diagnosis	Chapter 4
October 31	<b>Midterm #2</b>	
November 4, 6, and 7	Anxiety Disorders and Obsessive-Compulsive Disorder	Chapter 11
November 14, 18, and 20	Depressive Disorders and NSSI	Chapter 10
November 21, 25, and 27	Eating Disorders	Chapter 14
November 28	Substance-Use Disorders	Chapter 13.5
December 2 and 4	Prevention and Intervention	Chapter 4.4-4.5
	<b>Final Exam</b>	<b>All Chapters</b>

Important Dates	
September 17	Drop date (100% fee reduction)
September 29 @ 11:59pm	Culture and Child Mental Health Reflection due
October 2	Midterm #1 in class
October 8	Drop date (50% fee reduction)
October 31	Academic drop date (no fee reduction)
October 31	Midterm #2 in class
November 17 @ 11:59pm	Case Study Discussion Forum (Original Post)
November 24 @ 11:59pm	Case Study Discussion Forum (Reflection and Responses)
December 7 to 20	Final Exam Period



**Course Requirements and Evaluation**

This course requires attendance and active participation in class. Final grades will be calculated based on the following specific elements:

Evaluation	% of Grade	Due Date
Culture and Child Mental Health reflection	15%	September 29 @ 11:59pm
Midterm #1	20%	October 2 (in class)
Midterm #2	20%	October 31 (in class)
Case Study Discussion Forum Original Post	15%	November 17 @ 11:59pm
Case Study Discussion Forum Reflection and Responses	10%	November 24 @ 11:59pm
Final Exam	20%	Final Exam Period: Dec. 7-20

Failure to complete one or more of the above elements (with the exception of the Forum Reflection and Responses) 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. It is the student’s responsibility to attend the in-class midterms and the exam as scheduled. Students who miss an in-class midterm or exam will receive a mark of zero unless they are ill or experienced an unexpected and unavoidable conflict. If you miss a midterm or exam due to any of these reasons, you must notify me within 2 days of the missed exam. Please see UVic’s policies on academic concessions: <https://www.uvic.ca/students/academics/academic-concessions-accommodations/request-for-academic-concession/index.php#ipn-request-an-in-course-extension>

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. *Please contact me at any time during the semester if there is a problem that is negatively affecting your course performance. The sooner you reach out the sooner we can develop a plan to help you succeed in this class.*

***In-class group discussions.*** You will get more out of the class if you have completed the readings prior to lectures and come to class prepared to actively participate in discussions. In order to facilitate active engagement with the course material in our large class, we will regularly break into small discussion groups. These small groups will be an opportunity to share relevant insights, knowledge, or experiences with each other during class. To structure these discussions, I will present the class with discussion questions, case studies, or other activities designed to help you integrate and apply the concepts and theories discussed in class and in the textbook. **Group discussion material will be evaluated on the exams.**

***Culture and Child Mental Health reflection.*** This is a two-page reflection paper in which you will consider a child mental health topic from a different cultural vantage point. The profession of



psychology is grounded predominantly in Euro-centric assumptions and ways of knowing. Theories and perspective on health, illness, and intervention are generally oriented towards people whose identities match the dominant culture (e.g., white, cisgendered, heterosexual, able-bodied, native-born, etc.). This assignment encourages you to think about a course topic from a critical lens. You will select a topic that we are learning about this term (e.g., Autism, ADHD, etc.) or consider the definitions of mental health and wellness more generally. Next, you will locate a resource (e.g., an empirical or theoretical article) that addresses the topic from a different cultural perspective. This could include a cultural group within Canada (e.g., Indigenous perspectives, Black Canadians), a global perspective (e.g., a different country), or the perspective of another equity-seeking group (e.g., transgender youth). Then you will write a paper about your reflections on what child clinical psychology can learn about the topic by expanding to consider other cultural viewpoints. More information will be provided in class and on Brightspace.

**Case Study Discussion Forum.** Students will formulate a case conceptualization based on the summary of fictional client's presenting concerns (max 2 pages) and post their conceptualizations to peer learning groups that will be randomly assigned in Brightspace. Students are required to post their own original response on the forum before they will be able to see the forum postings of their group mates. Students are then required to read through the case conceptualizations of their group members and post responses to at least two group members' conceptualizations. Finally, students are asked to comment on their own conceptualizations with a short reflection (max 250 words) outlining how anything they would add to their case conceptualizations given the discussions with group members in the forum. Since the forum is open for more than one week, there will be no make-up forums available except under extenuating circumstances. More information will be posted on Brightspace.

**Three non-cumulative exams** will be given that cover both the readings and the lectures/class discussions. Exams will include multiple choice and short answer questions. The third exam will be given during the final exam period. Please note that the date and time of the final is set by UVic administration and is not under my control. Therefore, do not make travel plans until after the final exam schedule has been announced by the university. No accommodations will be made for those wanting to leave Victoria prior to the end of the final exam period. The two in class exams will be designed to be completed in 40 minutes. However, all students will have the full 50-minute class time to complete.

**SONA credits.** Students in this course may earn up to 3% extra credit toward their final grade by participating in approved research studies conducted in the Department of Psychology. One (1) hour of participation earns students one (1) SONA credit and credits are given in 0.5 increments, with one (1) credit required for a 1% increase in the student's final grade. There is a one (1) SONA bonus credit for in-person experiments regardless of the overall participation time. For details on participating in research studies, go to the Department of Psychology web site:

<https://www.uvic.ca/socialsciences/psychology/research/participants/>

You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course. If you do not wish to participate in research, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact your course instructor to arrange for an alternative option involving written assignments.

# 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/>