Seminar: “Neurodiversity in the Classroom”
Version 1.5

Course outline updated Sept. 12, 2024

Psyc 491, CRN 13677
Time: 12:30 to 1:20 PM (T,W, F)
Location: Fine Arts Building, Room 104

Seminar Facilitator
Jim Tanaka
Email: jtanaka@uvic.ca
Office Hour: Monday, 2 PM
Please schedule an in-person or Zoom appointment by clicking on link:
https://docs.google.com/spreadsheets/d/1fK9rsxoo5T6F5H4q5VKkKShB2MWq4ZKz0Takw1Q8azo/edit?gid=0#gid=0

Course Description

In this seminar, UVic students will have the opportunity to develop hands-on activities in the cognitive sciences that they will introduce to young school-age children. One goal of the course will develop educational material that will be incorporated in the Different Minds (DM) School Program intended for children ages 10 through 14 years. The DM curriculum is a STEM program, grounded in current scientific theories and findings from the fields of psychology, neuroscience, and computer sciences. Our aspiration is to make learning about the mind and brain, engaging, accessible and relevant for young children. In the first half of the course, we will review and discuss research examining about how children think about their own mind and brain. We will investigate the ways that researchers have studied and evaluated a child’s understanding of the mind and brain. Our curriculum of the mind and brain will be further informed by the perspectives of neurodiversity and Indigenous ways of knowing.

In second half of the course, we will develop hands-on activities and exercises to spark a child’s curiosity and imagination about the brain sciences. This is the nuts-and-bolts portion of the course where we will design educational activities connecting cognitive and neural processes in perception, attention, face and object recognition, memory, language. consciousness and decision-making. We will pilot-test the activities with each other and then, implement the exercises at Arbutus Middle School, located within walking distance of the Uvic campus (across from the Uvic Day Care). We will learn practical how to work with children with diverse cognitive and physical abilities. The “Different Minds in the Classroom” seminar promises to be a rewarding and unique learning experience where we will share our excitement and fascination about the mind and brain with children in the local community.

Course Format

The Psyc 491 seminar is an in-person course. Tuesdays and Wednesdays will be devoted to in-class discussion and activity development. Fridays are designated as workshop days where students will work in teams to design, develop, pilot-test their Different Minds exercises. There will be NO formal seminar meetings on Fridays .

Learning Objectives

- *Building Community Skills.* The course will practice the Indigenous principles of collaborative learning and knowing: *Kamúcwkalhɑ*: acknowledging the felt energy indicating group attunement and the emergence of a common group purpose, *Celhcelh*: each person being responsible for their own and others learning, always seeking learning opportunities, *A7xe7ul*: valuing and developing our own expertise and considering how it helps the entire community beyond ourselves, *Cwelelep*: recognizing the need to sometimes be in a place of dissonance and uncertainty, so as to be open to new learning, *Emhaka7*: encouraging each of us to do the best we can at each task given to us and *Kat'il'a*: seeking spaces of stillness and quietness amidst our busyness and quest for knowledge. Toward building a collaborative learning community, much of the work in our course will be done in small groups or with individual partners where students will have ample opportunities to share ideas and knowledge with other seminar members.

- *Building Critical Reading Skills.* Our goal is for you to build your scientific literacy skills in the area of scientific reading and scientific writing. You will be asked to read and critique psychological papers by offering your comments on a learning platform called Perusall (https://perusall.com) that teaches you the proper way to read and critique a scientific article. Perusall tracks the amount of time you spend reading an assigned article and awards marks for the number of visits and the quality of your comments.

- *Building Critical Writing Skills*. To strengthen your scientific and analytic writing skills, we will assign weekly "think" questions where you will be encouraged to synthesize course material. The essays will be evaluated based on the quality of the writing (e.g., grammar, structure, conciseness), originality of thought, integration of course concepts and conciseness.

- *Building Verbal Skills*. Because this is a seminar course, we encourage participation during our class discussions. As facilitators, we will do our best to create a supportive learning environment that welcomes fresh ideas, perspectives, and opinions from seminar participants. We expect that seminar participants will make at least one contribution per week. Students will also strengthen their oral skills during group and individual presentations.

Prerequisites

Complete all of:

Psyc 300A Statistical Methods in Psychology (1.5)
Psyc 251 Intro to the Mind and Brain Stream (1.5)

Student Evaluation

1.) *Presence and participation* (10%) - We value your presence and participation because it contributes to the process of learning and gathering of knowledge for yourself and others. Your "presence" mark will be calculated as the percentage of your overall attendance for the Tuesday and Wednesday sessions and the end-of-term Different Minds Camp. If you cannot attend a session due to illness or personal situation, please email Prof. Tanaka (jtanaka@uvic.ca) by 8 AM the morning of the class. Unexcused absences will incur a 2% deduction of your presence mark.*We encourage you to contribute at least one idea, thought or opinion to the seminar discussion per session.*

2.) *Reading engagement* (10%) – To prepare for each class session, students will be assigned a target article and asked to comment on the paper via Perusall (https://perusall.com/). *Perusall* is an e-reader platform that allows students to annotate the assigned readings and engage in topic discussion similar to social media posting using "like" comments, hashtags, emoticons, and link. Engagement will be evaluated according to the frequency and quality of the comments and responsiveness to the comments of others. For each reading assignment, you will be evaluated on a "0 to 10" scale (10=excellent comments, 7 = good comments, 5 = marginal comments, 0 = no comments).

Please make sure that you register for Perusall as soon as possible using the instructions below!

Go to https://perusall.com/, click *Login*, and then either log in using your Facebook, Twitter, or Google account, or create an account using your UVic email address and password.

Select *I am a student*
and enter the following course code:
TANAKA-KHRL6

Articles will be posted on Perusall five days in advance of the class meeting. Perusall will not allow you to make any comments or changes after the due date has passed (11:59pm on the due date). Engagement will be evaluated according to the frequency and quality of the comments and responsiveness to the comments of others. Perusall has a built-in grading system which will grade your comments based on their depth and insight. For each reading assignment, you will be evaluated on a "0 to "10" scale. Please see the general Perusall guidelines below.

- Commenting throughout the reading (i.e., not having all your comments on one page)
- Spending a sufficient amount of time reading each page of the assignment
- Reading all the way to the end of the assignment
- Posing thoughtful questions and comments that elicit responses from classmates
- Upvoting thoughtful questions and helpful answers (upvote by clicking on the check Mark in the top right corner of someone's comments)

Important: *The Perusall comments for each assigned paper must be posted by noon time on the day of the class meeting.*

3.) *Weekly "think" essays* (25%) – For the first part of the seminar, a "think" essay question will be posted highlighting the main theme for the week's discussion. The purpose of the question is to help students synthesize the material into a coherent thesis or argument. The essays will be evaluated based on the quality of the writing (e.g., grammar, structure), integration of course concepts, conciseness and original thought. **The word limit for the essays is 300 words** and text beyond this length will not be evaluated. Each essay will be evaluated on a scale of 0 to 10. A score of "9" indicates an essay that is well written in terms of its grammar and exposition integrating material from lecture, readings and seminar discussion. A score of "7.5" indicates a fair essay with good integration of course material from lecture, readings, and family group discussion. A score of "6.5" indicates a marginal essay in terms of integration of lecture, readings and family group discussion. The final mark will be determined by the percentage of obtained points out of the total number of possible points. The final mark will be determined by the percentage of obtained points out of the total number of possible points. Your final mark will be based on your top 6 essays. **The assigned essay for the week must be submitted on Brightspace by Sunday, midnight**. Late submissions will be penalized 10%. Essays will not be accept past the due date.

5.) *Paper moderators* (10%) – In teams of two or three students, students will select one of the assigned papers to moderate as the discussants. The student moderators will identify key points that will stimulate discussion, debate and reflection based on Perusall comments. Moderators can also incorporate outside material (e.g., Youtube videos, segments of Podcasts, images) to supplement the discussion.

6.) *Demo Different Minds (DM) exercise and presentation* (10%) – In small groups, students will select a topic in cognitive and neuroscience illustrating a process or concept in cognitive neuroscience. Students will describe their demo activity in a short PowerPoint presentation. The presentation should include a justification for the activity, introduction to concept, procedure, expected outcomes.

7.) Implementation of DM activity at Arbutus Middle School (10%) – Students will have the opportunity to work one-to-one with children at Arbutus Middle School. The dates and times for this activity are to be determined. All Psyc 491 students are required to participate in this activity.

8.) *Different Minds (DM) Lesson Plan* (25%) – Student teams will select a topic that illustrates a concept or principle in cognitive neuroscience. Students will develop a final hands-on activity including materials, lesson plan, and teacher notes that they will submit as a final assignment.

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

- Perusall readings
- Presence at 75% of class meetings
- Weekly "think" essays
- Individual exercise and presentation

Failure to complete one or more of the above elements 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 and not for non-essential course components.

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.

The final letter grade in the course will be based on total percent score rounded to the third decimal point as shown: Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89% (A).

Grading Standards

A+ = 90 - 100%	B = 73 – 76%	D = 50 – 59%
A = 85– 89%	B- = 70 – 72%	F < 50%
A- = 80 – 84%	C+ = 65 – 69%	
B+ = 77 – 79%	C = 60 – 64%	

A+ = Exceptional Work
A = Outstanding
B = Very good
C= Satisfactory
D = Below expectations

Respect for Diversity

We acknowledge the Songhees, Esquimalt and *WSÁNEĆ* (*wh-sah-nuch*) peoples on whose traditional territory the University of Victoria stands and whose historical relationships with the land continue to this day. It is our intent that the learning needs of our students be addressed both in and out of class. The diversity of students in our class is a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Please let us 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 arrangements for you. Know that we value your presence as a learner and student in Psyc 491.

The Last Day to Add or Drop this course is September 12 (Thursday).

Psyc 451A Calendar

(Dates and topics subject to revision)

Date	Day	Topic	Reading	Due Dates
Sep. 04	W	*Introduction to "Different Minds in the Classroom" course*		
Sep. 10	Tu	*Discussion Topic: What is neurodiversity? Are you neurodivergent?*		
Sep. 11	W	*Discussion Topic: Why teach neurodiversity in the schools?*		
Sep. 17	Tu	*What is neurodiversity? (Brainiacs))*	Dwyer, P. (2022). The Neurodiversity Approach(es): What Are They and What Do They Mean for Researchers? *Human Development*, *66*(2), 73–92. (Part 1)	
Sep. 18	W	*What is neurodiversity? (Unity)*	Dwyer, P. (2022). The Neurodiversity Approach(es): What Are They and What Do They Mean for Researchers? *Human Development*, *66*(2), 73–92. (Part 2)	THINK ESSAY *#1 Due Sept. 22*
Sep. 24	Tu	*Is the brain different from other parts of the body? (OPEN)*	Johnson, C. N. (1990). If You Had My Brain, Where Would I Be? Children's Understanding of the Brain and Identity. *Child Development*, *61*(4), 962–972.	
Sep. 25	W	*How do adults think about the brain? (The Green Team)*	Lindeman, M., Riekki, T., & Svedholm-Häkkinen, A. M. (2015). Individual Differences in Conceptions of Soul, Mind, and Brain. *Journal of Individual Differences*, *36*(3), 157–162.	THINK ESSAY *#2 Due Sept. 29*
Oct. 1	Tu	*How do we assess brain knowledge in children? (The Limbic Team)*	Bartoszeck, A. B., & Bartoszeck, F. K. (n.d.). Investigating children´s conceptions of the brain: First steps. *The International Journal of Environmental and Science Education*. Brechet, C., Blanc, N., Mortier, A., & Rossi, S. (2022). Draw me a brain: The use of drawing as a tool to examine children's developing knowledge about the "black box." *Frontiers in Psychology*, *13*, 951784.	

Oct. 2	W	*What is an Indigenous approach to mind and brain?* *(MOOL)*	Harding, L., Marra, C. J., Manohara, V., & Illes, J. (2022). Ways of knowing of the brain and mind: A scoping review of the literature about global indigenous perspectives. *Journal of Neurology Research*, *12*(2), 43–53.	THINK ESSAY *#3 Due Oct. 6*
Oct.08	Tu	*Why should the field of cognitive science pay attention to issues of neurodiversity?* *(The Rolly-pollys)*	Dotson, V. M., & Duarte, A. (2020). *The importance of diversity in cognitive neuroscience. Annals of the New York Academy of Sciences, 1464(1), 181–191.*	
Oct.09	W	*Neurodiversity and innovation in the classroom* *(The Sizzling Synapses)*	Axbey, H., Beckmann, N., Fletcher-Watson, S., Tullo, A., & Crompton, C. J. (2023). Innovation through neurodiversity: Diversity is beneficial. *Autism*, *27*(7), 2193-2198.	THINK ESSAY *#4 Due Oct. 13*
Oct. 15	Tu	*DMA Activity Work Session*		
Oct. 16	W	*DMA Activity Work Session*		
Oct. 22	Tu	*DMA Activity Work Session*		
Oct. 23	W	*DMA Activity Work Session*		
Oct. 29	Tu	*DMA Activity Work Session*		
Oct. 30	W	*#1 Group presentations of DM demo activity*		
Nov.05	Tu	*#2 Group presentations of DM demo activity*		
Nov.06	W	*#3 Group presentations of DM demo activity*		
Nov.12	Tu	DIFFERENT MINDS Workshop Location Arbutus Middle School		

Nov.13	W	DIFFERENT MINDS Workshop Location Arbutus Middle School
Nov.19	Tu	DIFFERENT MINDS Workshop Location Arbutus Middle School
Nov. 20	W	DIFFERENT MINDS Workshop Location Arbutus Middle School
Nov.26	Tu	DIFFERENT MINDS Workshop Location Arbutus Middle School
Nov.27	W	DIFFERENT MINDS Workshop Location Arbutus Middle School
Dec. 03		*Debrief of Different Minds Workshop* *What did we accomplish this term? How can we improve?*
Dec. 04		*Review of course* *Next steps for Different Minds After-School Program*

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**

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**

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[1]. 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/**.

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

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/

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/