



Psyc 260 (A01)

CRN 31363

Introduction to Mental Health and Wellbeing

June, 2024

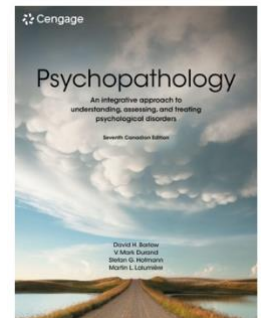
MTWThF 2:30pm to 4:20pm

ECS 116

Instructor *Dr. Erica Woodin*
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Cornett A264, 250-721-8590
Office Hours: Fridays 10:30-11:30am or by appointment

Teaching Assistant Yaewon Kim
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Office Hours: By appointment

Required Text Barlow, D. H., Durand, V. M., Hofmann, S. G., & Lalumiere, M. L. (2020). *Psychopathology: An Integrative Approach to Understanding, Assessing, and Treating Psychological Disorders, 7th Canadian Edition*. Cengage.



Course Website <http://bright.uvic.ca>
Login using your Netlink Username and Password. Obtain lecture outlines, interesting website links, class announcements, exam study tips, and your grades.

Territorial Acknowledgement

We acknowledge and respect the Łək'wəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Łək'wəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

About the Instructor

I have a PhD in Clinical Psychology and I am a registered clinical psychologist in British Columbia. I have a regular academic appointment at UVic, which means that I split my time between teaching, research, and service. I also do clinical work from time to time for teaching purposes. I have a passion for using the scientific method to answer questions that can make a positive impact in peoples' lives, and I particularly enjoy designing longitudinal and intervention studies for adults who are struggling with issues of behaviour dysregulation (such as conflict, violence, and substance use) in their close relationships.

Course Description

I have designed this course to allow us to explore various aspects of mental health, with a focus on the scientific bases of contemporary theories of the major psychological disorders in adulthood. The topics we will cover include stress and health, mood and anxiety disorders, substance use disorders, somatic symptoms and dissociative disorders, personality disorders, and schizophrenia and other psychotic disorders. I will discuss these topics from a variety of biological, psychological, and socio-cultural perspectives. This course will also place an emphasis on psychological wellbeing, including discussion of prevention and treatment approaches for psychological disorders. Our class meetings will include lectures, videos, and small group discussions. Your three non-cumulative exams will cover readings from the textbook and information discussed during class meetings.

Intended Learning Outcomes

- To describe the symptoms, causes, consequences, and treatment options for various adult psychological disorders.
- To identify likely diagnoses from written clinical vignettes using DSM-V criteria.
- To accurately analyze findings from research studies on psychological disorders.
- To successfully counter common sources of mental health stigma with accurate and non-biased information.
- To develop an empathic and respectful stance towards individuals struggling with psychological disorders.

Evaluation and Grading Policy

| Evaluation | Date | Percent |
|--------------|-------------|-------------|
| Exam 1 | Wed, Jun 12 | 25% |
| Exam 2 | Thu, Jun 20 | 25% |
| Exam 3 | Fri, Jun 28 | 25% |
| Case Studies | | 25% |
| Total | | 100% |

Grades

Your grades will be determined based on **five case studies** (worth 25% towards your course grade) and **three non-cumulative exams** (worth 75% towards your course grade). Please see attached course schedule for details.

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. 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.

Your final grade in the course will be based on your total percent score:

- | | | | |
|---------------|--------------|--------------|------------|
| A+ = 90 - 100 | B+ = 77 – 79 | C+ = 65 - 69 | F = 0 - 49 |
| A = 85 – 89 | B = 73 – 76 | C = 60 - 64 | |
| A- = 80 - 84 | B- = 70 – 72 | D = 50 - 59 | |

Case Studies

To develop your ability to integrate your course knowledge, you will have the chance to participate in **five case study assignments** in which you will answer a series of questions regarding a clinical vignette on Brightspace. The assignments will be worth 5 points each for a total of **25% towards your final grade**.

You will draw on class readings and lectures notes to complete the case studies. Marks on the case studies will reflect the following criteria:

- 5** = Response to question prompts is nuanced and reflects a high level of knowledge of the topic.
- 4** = Complete and accurate response to each question prompt.
- 3** = Adequate response to question prompts but missing some details or containing some inaccuracies.
- 2** = Marginal response to question prompts – brief with multiple inaccuracies.
- 1** = Response submitted after due date.
- 0** = Response not submitted.

Exams

To ensure that you are able to absorb the information presented in class and in the text, you will take **three non-cumulative exams** in this course. The exams will cover all material presented in class and assigned chapters. I have listed the assigned chapters for each exam on the course schedule. I design each exam to have 50 multiple-choice items. The exams will be worth **75% of your final grade**.



Makeup Policy

To maintain fairness with your fellow students, please attend all exams as scheduled. If you are not able to attend an exam due to an illness, accident, or family emergency, please contact me within two days to schedule a makeup exam.

Research Participation

To learn more about psychology research, you may earn 2% extra credit points toward your final grade by participating in research studies conducted in the Department of Psychology. One hour of participation will earn you one SONA credit. Credits are given in .5 increments, with one credit required for a 1% increase in your final grade. Thus, **two hours of participation would earn the full 2% extra credit**. For details, go to the Department of Psychology research participant pool website: <https://uvic.sona-systems.com>. Please be sure to assign your credits to this course no later than the last day of class, otherwise you will not receive the credit for this course. If you do not wish to participate in research studies, but still wish to have the opportunity to earn an equivalent amount of extra credit, I will also provide an alternative written assignment.

Prerequisites

The prerequisites for this course are: PSYC 100A & 100B.

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete course without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) at some later time if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

Course Experience Survey

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Towards the end of the term, I will set aside approximately 15 minutes at the beginning of class for students to complete the CES. If you do not complete the CES during class, you can complete it at a time of your choosing during the last two weeks of classes.

Respect for Diversity

It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent 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 classes conflict with your religious events, please let me know so that we can make arrangements for you.

Centre for 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: <https://www.uvic.ca/services/cal/>.

Student Wellness

If you need help with personal, career, or learning issues, the Student Wellness Centre provides free and confidential counselling to UVic students: <https://www.uvic.ca/student-wellness/>.



Course Schedule

| Date | Day | Topic |
|------|-----|---|
| 6 | Thu | Chapter 1 – Psychopathology in Historical Context |
| 7 | Fri | Chapter 2 – An Integrative Approach to Psychopathology June 8 – Last Day to Add Courses |
| 10 | Mon | Chapter 5 – Anxiety |
| 11 | Tue | Case Study 1 |
| 12 | Wed | Exam 1 |
| 13 | Thu | Chapter 6 – Preoccupation and Obsession |
| 14 | Fri | Chapter 7 – Trauma and Dissociation |
| 17 | Mon | Case Study 2 |
| 18 | Tue | Chapter 8 – Mood |
| 19 | Wed | Case Study 3 |
| 20 | Thu | Exam 2 – Not Cumulative June 20 – Last Day to Drop Classes |
| 21 | Fri | Chapter 12 – Substance Use and Impulse Control |
| 24 | Mon | Case Study 4 |
| 25 | Tue | Chapter 13 – Personality |
| 26 | Wed | Chapter 14 – Psychosis |
| 27 | Thu | Case Study 5 |
| 28 | Fri | Exam 3 – Not Cumulative |

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Summer 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 class¹. 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](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!

Academic Important Dates

Summer session – (May – August)

| | |
|---|--|
| Wednesday, May 8 th | May - August courses begin for all faculties |
| Monday, May 13 th | May and May-June courses begin |
| Monday, May 20 th | University Closed (Victoria Day) |
| Friday, May 31 st | Fee deadlines for summer |
| Wednesday, June 5 th | May Courses End |
| Thursday, June 6 th | June Courses Begin |
| Monday, June 10 th | First registration date for Winter Session 2024/2025 |
| Friday, June 28 th | May-June and June Courses End |
| Monday, July 1 st | University Closed (Canada Day) |
| July 1 st and July 2 nd | Reading Break May-August sections only |
| Wednesday, July 3 rd | July and July-August courses begin |
| Thursday, July 25 th | July courses end |
| Friday, July 26 th | August courses begin |
| Friday, August 2 nd | May-August classes end for all faculties |
| Monday, August 5 th | University Closed (British Columbia Day) |
| Tuesday, August 6 th | May-August examinations begin for all faculties |
| Saturday, August 17 th | May-August examinations end for all faculties |
| Sunday, August 18 th | July-August and August courses end |

Add and drop dates for standard 2024 Summer Session courses

| Term | Start Date | End Date | Duration | 100% Fee Reduction | Add Deadline | 50% Fee Reduction | Academic Drop no Fee Reduction |
|-------------|-------------------|-----------------|-----------------|---------------------------|---------------------|--------------------------|---------------------------------------|
| 1 | May 8 | Aug 2 | 87 | May 20 | May 23 | Jun 9 | Jul 3 |
| 2 | May 13 | Jun 28 | 47 | May 19 | May 20 | May 30 | Jun 12 |
| 3 | Jul 3 | Aug 18 | 47 | Jul 9 | Jul 10 | Jul 20 | Aug 2 |
| 4 | May 13 | Jun 5 | 24 | May 16 | May 16 | May 21 | May 28 |
| 5 | Jun 6 | Jun 28 | 23 | Jun 8 | Jun 8 | Jun 14 | Jun 20 |
| 6 | Jul 3 | Jul 25 | 23 | Jul 5 | Jul 5 | Jul 11 | Jul 17 |
| 7 | Jul 26 | Aug 18 | 24 | Jul 29 | Jul 29 | Aug 3 | Aug 10 |

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/>