




University
of Victoria

Student
Wellness Centre

PRE-DOCTORAL PSYCHOLOGY INTERNSHIP 2025-2026



Student Wellness Centre
Counselling | Health | Multifaith

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**University of Victoria
Student Wellness Centre
Counselling
2025-2026 Pre-Doctoral Internship Program Brochure**



Counselling at University of Victoria (UVic) Student Wellness Centre (SWC) provides psychological services to UVic students, as well as consulting services to members of the University community. Our CPA accredited Pre-Doctoral Psychology Internship Program adopts a scientist-practitioner model, and is designed to be generalist in nature.

The Setting

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

Counselling is a part of the Student Wellness Centre located in the Health and Wellness Building on campus and provides individual and group counselling to undergraduate and graduate students currently enrolled/registered at UVic. The Student Wellness Centre (SWC), housing both Health and Counselling, strives to provide holistic care and service delivery in a fully integrated, collaborative, inter-professional model in close partnership with Multifaith Services as a third unit within the SWC portfolio. Student Health is responsible for the delivery of the University's primary health care clinic and related programs and services for over 21,000 graduate and undergraduate students. Counselling is committed to fostering student success, engagement, and well-being through direct clinical/counselling services, training and mentorship, consultative services, critical management, and programming and program evaluation. Multifaith, located at the Multifaith Centre (MFC), focuses on fostering community and providing religious and spiritual support and spiritual care for the students and staff at the University of Victoria. The MFC provides students and the campus community with resources for spiritual learning, practice, meditation groups, weekly activities, retreats and workshops on a variety of interests. The Student Wellness Centre and Multifaith Centre, both under Student Wellness portfolio, collectively strive to provide holistic care and service delivery in a fully integrated, collaborative, inter-professional model, essential to serving students with quality care at a vibrant and engaging UVic community. The highly skilled and committed team of clinical and administrative professionals offers comprehensive care that reflects the health and wellness needs that most impact the young adult population in post-secondary.

Broadly at a larger institutional level, Student Wellness (home to Counselling) is under Wellness, Recreation and Athletics, which is a part of Student Affairs division at UVic. Wellness, Recreation and Athletics is a new department within Student Affairs, with one of the priorities centering on building a new model for student health and wellbeing. Wellness, Recreation and Athletics places student learning at the centre of all efforts in support of both student academic achievement and personal, social, cultural and cognitive development. Wellness, Recreation and Athletics is accountable for the delivery of a wide range of programs, front-line services, policy management, and collaborative projects in support of the overall wellness of the UVic student population. Wellness, Recreation and Athletics also supports and/or closely collaborates with senior academic leaders, faculty, staff, student leaders, and a number of internal and external strategic partners beyond the department in order to achieve key Divisional & institutional goals. Reporting to the Provost & Vice President Academic, the Division of Student Affairs helps to transform students' lives by supporting and inspiring the highest standards of student learning and success, community engagement and staff development. The Division is comprised of 26 reporting units in four departments: Wellness, Athletics and Recreation, Student Development and Success, Campus Engagement, Office of the Registrar and Enrolment Management. The comprehensive and integrated range of services we provide make Student Affairs one of the most dynamic and diverse divisions on campus. Together, we support UVic's vision "to be a university of choice for outstanding students, faculty, and staff from BC, Canada, and around the world."

Diversity Statement*

At Counselling, we work with students, staff/faculty, and other practitioners who embody a wide variety of diversity dimensions, such as indigenous heritage, country of origin, gender, race, ethnicity, sexual orientation, age, physical ability, religion and spirituality. We respect the dignity and worth of all individuals and embrace human diversity within a warm, accepting, and confidential environment. We are committed to the celebration of diversity, promotion of social justice, and the development of multicultural competence/humility for our staff and trainees.

Counsellors provide a confidential and inclusive atmosphere in which students can explore any topics or situation and discuss any concerns they may have. Students are supported in working through their problems, to develop self-awareness, and to overcome problems by using new strategies.

* We are actively engaging in a consultation process around the Diversity Statement so that it can best reflect the current language and standards, and incorporate diverse perspectives from our SWC team members.

The Internship Program


Our internship has an inter-disciplinary emphasis, offering a rich developmental environment in which interns can realize their potential as members of a diverse inter-professional team. The range of experiences and opportunities our site provides is ideally suited to candidates looking to develop strong generalist skills with an adult population.

The internship with UVic Counselling is a full-time 12 month program wherein the intern completes a total of 1600 hours engaged in training on site.

As a complement to our generalist training program, our internship also includes components we view as unique and as strengths of our program. We place a strong emphasis on attending to diversity, which is reflected in the structure of our clinical team, our seminar series, and the priorities Counselling has set around supporting students of diverse backgrounds. Interns have the opportunity to engage in clinical and community work in areas such as supporting trans and non-binary students, Indigenous students, and International students. Counselling has established inter-unit service collaborations with other service providers/units on campus; therefore, opportunities for direct clinical work and indirect educational experiences are available through UVic Eating Disorder Collaborative, Health, and Multifaith (e.g., inter-disciplinary eating disorder case consultation; psychology in primary care; group co-facilitation with a Spiritual Care Provider). In the summer of 2020, Counselling and Health, along with Multifaith, integrated to create the Student Wellness Centre, which provides additional opportunities for inter-disciplinary collaboration and consultation, and training.

The Internship is one of three training programs at Counselling, in addition to the Advanced Counselling/Psychotherapy program and a First Year Counselling Practicum program. Each year from September to April, there is a cohort of practicum counsellors who are supervised as they offer direct clinical services. They typically are from several UVic academic departments, including Counselling Psychology of the Faculty of Education, the CPA accredited Clinical Psychology program of the Psychology Department, and School of Child and Youth Care with Faculty of Human and Social Development. We also accept applications from and are building relationships with other universities across Vancouver Island and Canada to expand the inter-disciplinary nature of our training program. See Advanced Counselling/Psychotherapy Practicum program: <https://www.uvic.ca/student-wellness/wellness-resources/student-opportunities/index.php>). We currently have two doctoral students engaged in our internship program and four students in our Advanced Practicum program.

Our clinical team is multidisciplinary and practices from a range of theoretical perspectives and clinical approaches, including (but not limited to) Cognitive Behavioural, Interpersonal, Family Systems, Somatic Experiencing, and Brief Solution Focused. The intern has a range of opportunities to engage with clinical staff in different roles (e.g., group co-facilitator, case consultation), thus gaining exposure to different ways of working. Supervision of graduate level students completing studies in a range of disciplines related to the counselling field (e.g., Counselling Psychology, Clinical Psychology, Child and Youth Care) is a core activity for interns completing our program. In addition, there are opportunities to deliver didactic seminars to the team of practicum counsellors. For a more comprehensive outline of the internship program, please refer to page 5-6 of this document.



We will be accepting applications for two pre-doctoral internship positions for the 2025/2026 academic year. **Application deadline: November 6, 2024 APPIC Member Number 1869.**

The annual stipend is \$35,000. In addition, interns will receive 15 days of paid vacation, all statutory holidays, 5 days and \$500 for professional development activities.

Internship Philosophy and Goals

At Counselling of the Student Wellness Centre at UVic, interns are viewed as early emerging professionals who are engaged in much of the same activities as the rest of the clinical team. Interns have access to the same on-site training/professional development opportunities as clinical staff, and are included in the weekly case conferences and monthly SWC team meetings. All staff members of Counselling are integral to the learning and training environment and interact regularly with the intern in a supervisory role over the course of the internship year. We strive to create a learning and work environment that is supportive and collegial, committed to professional development in the service of the client population with whom we work, and respectful of individual differences. We value the contribution of the intern to our team and welcome the knowledge they also bring to share with the team, site, and broader institution.

Goals:

1. To provide exposure to a breadth of presenting concerns within a diverse university student population;
2. To provide interns with exposure to and training in various approaches to assessment, as relevant to a collaborative, multidisciplinary university context;
3. To provide interns with in-depth training in a variety of therapeutic modalities used to address a wide range of mental health and wellness issues relevant to a university context;
4. To provide interns with exposure to the regular, consistent, and integrated application of a diversity lens, and associated intersectionalities, in the clinical work of a psychologist in a university setting;
5. To provide interns with in-depth training in and exposure to the provision of supervision;
6. To provide interns with training in the delivery of various models of group counselling (e.g., psycho-educational, experiential, process-based, skill-based);
7. To provide interns with experience in the role of “consultant” to the larger campus community to foster the development of consultation skills relevant to a psychologist in autonomous practice. This may include engaging in outreach activities and consulting as a member of on-campus multidisciplinary contexts (e.g., committees related to supporting students);
8. To foster the development of the intern’s approach to collegial practice in a multi-disciplinary setting;
9. To provide interns with an in-depth understanding of jurisprudence relevant to their practice as a psychologist.
10. To provide interns with training under a scientist-practitioner model to highlight the importance of evidence-informed practice as a psychologist.

Internship Activities

Note: We are structuring our program around the criteria outlined for registration with the College of Psychologists of BC. However, for any prospective registrant with the College, it is the intern's responsibility to ensure qualifications being met with the College.

Direct Service

Direct service hours will reflect at least 25% of the intern's total internship experience (ranging from 10-13 hours per week). Direct service includes providing individual and group counselling to university students presenting with a range of concerns, including depression, anxiety, relationships, career, body image and disordered eating, cultural adjustment and issues of diversity, substance use, and trauma. Informal intake/mental health assessment and risk assessment are also included in direct service hours. Assessment at Counselling emphasizes assessment as relevant to a university counselling centre and an intervention-focused internship. At our site, assessment consists of clinical interviews and behavioural observation, application of the DSM-5-TR for diagnostic and differential considerations and the utilization of assessment measures contained within, self-report measures, collateral obtained from other relevant parties (e.g., physician, psychiatrist, nurse), and career assessment. Each intern is in the Behavioural Health Provider (BHP) role one day a week throughout the internship year. The UVic clinical context is multi-disciplinary in nature with Counselling working in collaboration with Health. As a result of this context, the interns will be exposed to different types of assessments. The interns will complete psychodiagnostics assessments as part of their BHP role, as well as engage in context-driven casework conceptualization, write integrated diagnostic reports, and offer feedback, resourcing, and referrals during a collaborative feedback session with a student. Interns are also trained to integrate findings associated with assessment tools used as a part of the EDC and in the BHP role. Interns will have the opportunity to be exposed to assessment procedures associated with the Eating Disorder Collaborative (EDC) on campus, which is interdisciplinary in nature (Psychiatry, GP, Psychologist, Dietitian, Nurse Practitioner) Psycho-educational and personality assessment is not currently a component of Counselling programming.

Indirect Service

Indirect service relates to the administrative tasks associated with clinical work, including writing case notes, consultation with clinical staff or other campus professionals, responding to emails, preparing supporting documentation for students, videotape review, and preparing for professional development activities.

Supervision and Case Management

Interns will receive weekly individual supervision from a Registered Psychologist directly related to their clinical and professional development. Supervision will typically consist of 4 hours per week, and may also include informal consultation with clinical staff and/or direct supervisor. Interns have both a primary and secondary supervisor, and the roles for each supervisor and supervision meeting are clearly outlined in a supervision agreement for internship. Participation in weekly clinical supervision with all clinical staff is another activity of supervision.

Interns will also have the opportunity for one semester (January – April) to supervise graduate level practicum students completing a practicum placement with Counselling. Interns will supervise both the individual and group work of practicum counsellors, and

will also receive their own individual and group supervision of their development as a supervisor.

Didactic

Interns will receive 35 hours of orientation at the outset of the internship program, and will participate in our weekly training seminar series (2 hours weekly). Interns are expected to participate in all professional development opportunities organized through Counselling. Interns will also participate in at least five days of professional development activities chosen and organized by the intern (e.g., attending a clinical conference, enrolling in a clinical workshop/seminar).

Research

Interns will have 3.5 hours per week to focus on research either related to their own dissertation research or to engage in research associated with Counselling delivery, applied research projects, program development and evaluation, and/or outreach and consultation activities.

Administrative

Interns will participate in relevant meetings and/or serve as a representative on relevant committees.

Core Competencies:

Core competency training follows a developmental model, with the progression and sequencing of training beginning with more supervision and scaffolding at the start of internship, and then moving toward increasing independence in practice over the course of internship and as competency is demonstrated (e.g., co-facilitating a group initially, and then leading a group). This training structure is meant to support the intern to move toward autonomy/independent practice, well-rounded skill sets, and areas of specialization. Our internship program has 7 core competency areas, which map onto the 5 functional competencies and integrates the 8 foundational competencies outlined in the 6th Edition of the CPA Accreditation Standards. These competencies include: (1) interventions, (2) assessment, (3) supervision in professional practice, (4) consultation and outreach, (5) applied research, program development and program evaluation, (6) diversity, and (7) professional ethics, conduct, and standards.

Training in core competency areas comes from didactic learning opportunities, group-based consultation, one-on-one supervision, and independent learning undertaken by the intern. Training in core competency areas is provided in a weekly seminar (2 hours weekly) and is organized in a didactic and interactive format. In addition to the didactic component, relevant scholarly literature will be identified as preparatory work. Seminars will be delivered by the clinical staff of Counselling, highlighting the expertise of individual practitioners and overseen by Registered Psychologist supervisors responsible for the internship program. We also arrange to have guest presenters who are Registered Psychologists working in community with a particular area of expertise. Our internship site has also worked to establish relationships with another internship site, which has afforded opportunities to participate in some additional seminars throughout the internship year. Other professional development opportunities will be organized throughout the year, and will be tailored to meet the intern's training goals. The intern will also participate in weekly group-based supervision (i.e., clinical supervision) with all members of the clinical staff, which focuses on case conceptualization and treatment planning, clinical intervention, contextual and diversity considerations, addressing ethical and professional issues, and

practitioner reflexivity. Training also occurs in the context of individual and group supervision, and through the intern's involvement in outreach and program development activities. Independent study will be undertaken by the intern as it relates to their learning goals and learning edges in clinical work.

Evaluation

Formal evaluations will take place at the mid-point and end of the internship program, with the purpose to provide feedback to the intern on professional growth and development. These evaluations will also be shared with the applicant's host institution as documentation of the intern's progress. Informal evaluation will occur throughout the year, with regular intervals at 3-month milestones.

Evaluation is designed to be a collaborative process, and interns are also invited to provide feedback about the internship and supervisory experience. Interns will receive detailed information about the evaluation procedures, including due process protocol, in advance of, and at the outset of the internship program.

Clinical Supervisors

Dr. Ai-Lan Chia (she/her)

Registered Psychologist (R. Psych.)

Clinical Counselling Associate Director

I am a registered psychologist with the College of Psychologists of British Columbia, with my doctoral degree in clinical psychology. I also had an English undergraduate and a Counselling masters' degree. I had worked in college and university counselling centres, community mental health, psychiatric inpatient, and primary care hospital settings, before I joined UVic Counselling in 2008, seeing students individually, as a couple, and in groups. I taught courses at UVic, have been appointed as Adjunct Assistant Professor by Department of Psychology, supervised graduate students clinically, and co-coordinated Advanced Counselling/ Psychotherapy Practicum program. In 2014, I took on Associate Director's role, overseeing day-to-day operations of Counselling and representing Counselling as an alternate to Director if needed. My therapy approaches draw on cognitive behavioural, mindfulness, and psychodynamic perspectives. I see psychotherapy as an opportunity for change, by clients reflecting upon their struggles and inner-strengths, and by practicing self-compassion and acceptance. I have assisted students dealing with a variety of issues, including depression, panic attacks and anxiety, eating disorder and body image, stress, life transition, and relationship challenges. As a member to UVic Collaborative Eating Disorder Clinic, I see students with varying degrees of eating disorders and collaborate with Eating Disorder program in Victoria. Working with cultural issues in psychology is another passion of mine, such as negotiating multiple identities, navigating university as an international student, and offering sessions in Mandarin Chinese.

Dr. Leah Wilson (she/her)

Registered Psychologist (R. Psych.)

Director of Training, Psychology Internship, Counselling

Since 2005 I have been training and working in the counselling field with people of all ages, with a particular focus on working with youth and young adults. I have settler ancestry and have lived and worked on the land of the Coast and Straight Salish peoples for most of my life. My pronouns are she and her. I completed my Ph.D. in Counselling

Psychology with the University of British Columbia and am a Registered Psychologist (#2294) with the College of Psychologists of BC. After studying and working on the Lower Mainland and Eastern Canada, I am pleased to return to the community in which I was raised. I embrace an interpersonal and humanistic approach to counselling, which means I value individuals' expertise on their own lives/lived experience, and I view the therapeutic relationship as key in supporting change/growth. From a strengths-based perspective I work to support students to develop new skills to cope with life demands and distress and to achieve their own unique goals. I believe in an individual's capacity for change and growth. I recognize that people are part of a larger network (such as family, community, romantic partners) and I am sensitive to the role different systems may play in an individual's life, struggles, and resilience. In addition to expertise in interpersonal and cognitive-behavioural therapy, I also bring a developmental and contextual approach to my work. In addition to providing counselling to all students, I have a particular focus on working to support students of diverse backgrounds. I have engaged in training related to providing culturally competent care, supporting Trans and non-binary folks, and am part of the BC Network of Trans Service Providers. I work collaboratively with individuals to determine their needs and develop a counselling plan moving forward to address main concerns.

Dr. Keara Rodd (she/they)

Registered Psychologist (R. Psych.)

I am a Registered Psychologist with the College of Psychologists of British Columbia and received by Ph.D. in Clinical Psychology from the University of Victoria in 2022. Prior to my doctorate, I received my M.Sc. in Clinical Psychology from the University of Victoria in 2017 and an undergraduate degree in Psychology at Queen's University in 2015. I have settler ancestry and grew up on the traditional and unceded lands of the Mississaugas of the Credit First Nation, moving to British Columbia and living/working on the lands of the Lekwungen speaking peoples since 2015. I completed my Residency at Eastern Health in Newfoundland and have worked in hospital settings, private practice, and community mental health in addition to at Counselling Services. I have taught graduate courses in the Psychology Department at the University of Victoria and offered Clinical Supervision to practicum, internship, and Clinical Psychology students. I joined Student Wellness at the University of Victoria in 2023, stepping into my current role within the Behavioural Health Provider program and the Eating Disorder Collaborative.

Student Wellness Centre Staff

Manager, Mental Health Outreach and Training

Dawn Schell, Canadian Certified Counsellor, Certified Career Development Practitioner

Counsellors

Roger John, Counsellor for Indigenous Students, Registered Clinical Counsellor

Sheahan Letondre, Registered Clinical Counsellor

Meli Louie, Counsellor for Indigenous Students, Registered Clinical Counsellor

Wendy Lum, Registered Clinical Counsellor, Registered Marriage and Family Therapist

Emma Mason, Registered Clinical Counsellor

David Palmer-Stone, Registered Clinical Counsellor

June Saracuse, Registered Clinical Counsellor, Somatic Experiencing Practitioner

Adam Tran, Registered Clinical Counsellor

Behavioural Health Provider

Dr. Keara Rodd, Registered Psychologist

Current Interns (2024-2025 year)

Brea M., University of Alberta, Pre-Doctoral Intern

Amanda P., York University, Pre-Doctoral Intern

Current Practicum Counsellors (2024-2025 year)

Ella, UVic, Counselling Psychology, Advanced Practicum Counsellor

Lorna, UVic, Clinical Psychology, Advanced Practicum Counsellor

Mara, UVic, Counselling Psychology, Advanced Practicum Counsellor

Zach, UVic, Counselling Psychology, Advanced Practicum Counsellor

Student Welcome Team

Anna Fodchuk

Vimalavinothini (Vino) Ganeshkumar

Geraldine (Geri) Kiss

Jett Cooper

Stephanie Goodwin

Lily Hayward

Jennifer Ligue

Kaitlin Wulowka

Application Details

We are an APPIC member (**APPIC Member Number 1869**) and will be participating as a member in the APPIC match for the 2025-2026 internship year. Applications to our site are to be submitted through APPIC. We follow all APPIC and NMS policies and procedures for each of the three match phases.

Criminal Record Check

A satisfactory criminal record check will be required of applicants who successfully match to our site in order to provide services to vulnerable populations. For more information on criminal record checks and working with vulnerable populations in British Columbia please review the following links:

<https://www2.gov.bc.ca/gov/content/justice/criminal-justice/bcs-criminal-justice-system/understanding-criminal-justice/how-works/criminal-records/criminal-record-checks>

<https://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check>

Canadian Psychological Association Accreditation Status

We had our site visit from the Canadian Psychological Association (CPA) in April 2022, and were confirmed as a CPA accredited site as of November 2023.

For more information, here is the CPA contact information:

CPA's Accreditation Office

Email: accreditationoffice@cpa.ca

Phone: 613-237-2144, ext. 334 OR Toll-free: 1-888-472-0657 ext. 334

Address: 141 Laurier Avenue West, Suite 702 Ottawa, Ontario K1P 5J3

For more information about our *Pre-doctoral Psychology Internship Program*, please contact:

Leah Wilson, Ph.D., Reg. Psychologist #2294

Director of Training

Student Wellness Centre

Counselling | Health | Multifaith

Division of Student Affairs | [University of Victoria](http://www.uvic.ca)

2300 McKenzie Ave, Victoria, BC Canada V8N 5M8

Phone: 1-250-721-8563

THE UNIVERSITY

The University of Victoria (UVic) is located on the edge of the city of Victoria on Vancouver Island in the Pacific Ocean on Canada's West Coast. UVic is a mid-sized "comprehensive" university offering undergraduate, graduate and professional degrees in many disciplines. As an autonomous degree-granting institution since 1963, it began its history in 1903 as Victoria College in affiliation with Montreal's McGill University. UVic has a teaching staff of over 2,300 and approximately 20,800 students, 3,200 of them are graduate students. At UVic, we work as uninvited visitors on the traditional territory of the lək'wəḡən peoples, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

On campus you are close to the ocean, mountains, forest, and city, which serves as a breathtaking West Coast backdrop enriching your overall campus experience. Our campus is located on 402 acres of beautiful, park-like property, just 15 minutes from downtown Victoria and within walking distance of the Pacific Ocean, as well as many shops and restaurants. UVic is consistently ranked among the top five universities in Canada for scientific impact. Our vibrant Pacific Rim community, rich with Indigenous and international perspectives, will inspire you to bold new ways of thinking. It's a unique and welcoming academic setting that extends far beyond borders of campus, across British Columbia, to all corners of the world.

(Adapted from UVic's Discover Your Edge: Undergraduate Viewbook, 2016; and Residence Services: <http://www.uvic.ca/residence/visitors/index.php>; and the [Graduate Student Handbook, 2016](#)).

LIVING AND WORKING IN VICTORIA

The City of Victoria is located in the southern tip of Vancouver Island on the west coast of Canada. It is the Capital of British Columbia and has a population of approximately 80,017 with the larger Capital Regional District (CRD; surrounding municipalities)

totaling 355,991ⁱ. With two universities (UVic and Royal Roads University) and one college (Camosun College), Victoria has a large population of university students. Southeastern Vancouver Island is and has been home to the Songhees, Esquimalt, Tsartlip, Tseycum, Pauquachin, Scia'new, Tsawout, and T'Sou-ke bands, all part of the Saanich Nation of the Coast Salish peoplesⁱⁱ.

“Anchored by the spectacular Inner Harbour, downtown Victoria is the economic heart of the region that includes 13 municipalities. The region’s strategic location as a gateway to the Pacific Rim, its proximity to American markets, and its many sea and air links, make Victoria a hub for tourism, business development, and economic investment.

Located in a sub-Mediterranean zone, Victoria enjoys the mildest climate in Canada. This, combined with spectacular outdoor settings adorned with ocean views and mountain vistas, encourage year round recreational opportunities including hiking, golfing, cycling, gardening, and kayaking.

Victoria is home to a vibrant and eclectic arts and culture community, from world class performing arts, museums, and festivals to local authors and artisans. The juxtaposition of heritage charm and modern urban living is part of what makes Victoria one of the most uniquely special places in Canada.” (City of Victoria Annual Report, 2015, p. 5).

To get a better sense of Victoria and surrounding areas, here is a link to a Victoria area map provided by Tourism Victoria: <http://www.tourismvictoria.com/plan/maps-geography/>.

Off Campus Housing

UVic partners with Places4Students.com to provide off-campus listings for renters and landlords. Click this link to find out more information about finding housing in Victoria.
<http://www.uvic.ca/residence/home/home/off-campus/>

Used Victoria (<http://www.usedvictoria.com/>), Craigslist (<http://victoria.craigslist.ca/>), and Kijiji (<http://www.kijiji.ca/>) are also commonly used sites to search for accommodation in Victoria.

ⁱ http://www.victoria.ca/assets/Community/Documents/2011_census_population.pdf

ⁱⁱ <http://www.tourismvictoria.com/plan/about-victoria/first-nations/>

Note: aerial image on cover page from: <https://onedublin.org/2011/12/09/canadian-universities-for-american-students-affordable-education-excellence/university-of-victoria-aerial-view/>