



Psychology 423 (B1): Winter 2021
Special Topics: Peer Relations in Childhood

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Email: hoglund@ualberta.ca (please enter PSYCO 423 in the subject line)
PEERS Lab Facebook Twitter
Virtual Office Hour: Fridays @12pm MST (eClass) & By appointment

Course Website: Access through eClass: <https://eclass.srv.ualberta.ca/portal/>

Class Meetings: MWF 12:00 – 12:50

Location: Virtual eClass

Required Readings: The assigned readings are listed in the reading list and are available as permanent links through the U of Alberta Libraries.

Course Description & Overview:

This course is designed to provide students with an understanding of the complexity of peer relations during childhood and adolescence. This course examines theoretical perspectives and research on peer relations in childhood and adolescence, with a focus on methodological approaches used to study peer relations at the individual, dyadic and group levels. Selected topics in the study of peer relations include friendships; bullying and victimization; conflict and aggression; prosocial behaviors; and acceptance, rejection and popularity.

This course is designed with an optional community service-learning (CSL) component. To gain practical insights about peer relations during childhood and adolescence, students will work virtually in small groups to complete a project with their assigned local not-for-profit community agency, for a minimum of 20 hours over the semester. The goals of the volunteer work is for students to integrate their in-class learning with their practical experience completing a group project for their community partner and to contribute to the capacity of local agencies to promote the positive peer relations of children.

Prerequisites: STAT 141 or 151 and PSYCO 323 or 327 or 329
 It is your responsibility as a student to ensure that you have the appropriate prerequisite for the course.

Course Format:

The objectives of this course will be achieved from a combination of: (a) online synchronous activities that include whole and small group meetings and discussion; and (b) asynchronous activities that include powerpoint lectures, assigned readings, assignments, and group projects. During synchronous zoom meetings, students are requested to turn their video on particularly during small group discussions, when talking, and when meeting with community partners.

Technology Requirements/Recommendations for Remote Learning:

For an optimal online learning experience, please review the University guidelines for [Technology for Remote Learning](#). If a student has any questions or concerns about these requirements/recommendations, it is highly recommended that they contact the instructor at the beginning of term.

Course Objectives & Expected Learning Outcomes:

Identify and describe key aspects of peer relations in childhood and how variations in peer relations are related to developmental competencies and problems in childhood.

Critically evaluate how theoretical perspectives, research and current events contribute to our understanding of peer relations in childhood and strategies to support children's positive peer relations.

Develop the research skills to critically appraise methodological approaches used to study peer relations and to identify key knowledge gaps in the study of peer relations in childhood.

Develop the knowledge translation skills to interpret, communicate and apply evidence-based knowledge about peer relations.

Effectively participate in small group discussion and activities.

Contribute to the capacity of local agencies to support positive peer relations in childhood.

Evaluation:**% of Final Grade:**

1. Group Project (CSL OR Alternative)	40%
2. Class Participation	10%
3. COVID-19 Research Proposal & Speed Presentation	50%

Approximate Grading and Cut-Offs:

A+ = 92-100%	B+ = 78-83.99%	C+ = 65-69.99%	D+ = 53-54.99%
A = 88-91.99%	B = 74-77.99%	C = 60-64.99%	D = 50-52.99%
A- = 84-87.99%	B- = 70-73.99%	C- = 55-59.99%	F = 0-49.99%
A- to A+ = Excellent	B- to B+ = Good	C- to C+ = Satisfactory	D+ = Poor D = Minimal Pass F = Fail

Students' final % in coursework will be translated into letter grades according to the table above. This table contains an approximate guideline for the course, however the instructor reserves the right to adjust this table and assign appropriate grades based on relative performance. The instructor may apply adjustments based on her expert judgment so that students' demonstrated ability corresponds to the letter grade as specified by the University Calendar section on Academic Regulations.

Fifty-percent (50%) is required to pass. Rounding is to the second decimal place. Students are responsible for meeting all course requirements and for all course material that is covered in the lectures. It is the responsibility of the student to review any lecture material and course components posted on eClass. Failure to complete any one of the course requirements will result in a grade of zero for that assignment or quiz; there will be no make-up or alternative assignments or quizzes. Grades are unofficial until approved by the Department and/or Faculty offering the course.

Evaluation Components:**1. Group Project – CSL or Alternative (40%):**

This course includes a group project that will be completed as an optional community service-learning (CSL) component OR an alternative component. For the group projects, students will collaborate virtually in small groups of 3-4 classmates to complete a project for a local not-for-profit community agency (CSL groups) or a hypothetical organization (alternative groups). The CSL group projects will require students to commit ~2-4 hours per week, for a minimum of ~20 hours over the semester to complete their CSL project. Students who opt to complete the alternative group project will complete a project similar in structure and time commitment to the CSL projects. The instructor will assign groups and projects for both components.

The goals of the group project experience are to provide students with practical opportunities to: 1) better understand the complexity of peer relations; 2) gain in-depth knowledge on an aspect of peer

relations; 3) develop the ability to interpret, communicate and apply evidence-based knowledge about peer relations; and 4) contribute to the capacity of local agencies to support positive peer relations in childhood.

For the group projects, each group will work together to develop a set of evidence-based resources, lesson plans or activities for their CSL partner (CSL students) OR for a hypothetical organization (non-CSL students). The goals of the resources, lesson plans or activity are to provide community partners with evidence-based knowledge and strategies designed to support positive peer relations in childhood. Ideally community partners will be able use these resources, lesson plans or activities in their work to support children's positive peer relations. Further details about the group projects will be provided via eClass. Information about Community-Service Learning (CSL) is available on eClass. **Students are NOT to contact any community partners until confirmed by the instructor.**

The instructor will assign students to groups and projects. The instructor will facilitate initial and regularly scheduled virtual meetings between students and with community partners via eClass. **The first virtual meetings will occur on Monday Jan. 18th, Wednesday Jan. 20th OR Friday Jan. 22nd @ 12pm MST.** Additional details will be provided in advance of the meetings on eClass. Following these initial meetings, weekly virtual project group meetings will be scheduled for Mondays and Wednesdays @ 12pm MST.

The Group Project will be graded as follows:

(1) Group Project deliverables (30%) as evaluated by the instructor, peer reviews, and CSL partner for CSL projects. Each group will work together to develop a set of resources, lesson plans or activities designed to support children's positive peer relations for their CSL partner (CSL component) or hypothetical organization (alternative component).

In collaboration with the group, each group member will be responsible for completing a specific resource, lesson plan or activity for the group project, as decided upon by the group (20%; 10% for draft, 10% for final version). Group members will work together to develop a brief overview that includes an overarching introductory section and a concluding section of the set of resources, lesson plans or activities (10%; 5% for draft, 5% for final version).

Groups will submit an outline of their group projects prior to submitting any drafts to confirm their ideas meet the requirements for the group projects. Drafts of the project components will be reviewed by the instructor, peer reviewers, and CSL partner for CSL projects. Feedback on the drafts should be incorporated into the final versions. Detailed instructions for the project deliverables will be provided via eClass. Students will submit their deliverables via eClass.

(2) Group Project peer reviews (5%) as evaluated by the instructor. Each student will complete quality peer reviews of 2 other group projects to provide students in these groups with critical and supportive feedback on their project. Detailed instructions for the peer reviews will be provided via eClass. Students will submit their peer reviews via eClass.

(3) Group Project participation (5%) as evaluated by the instructor, group members, and CSL partner for CSL projects. Students are expected to act in a professional manner, be respectful toward all collaborators including group members and CSL partner for CSL projects, and to be reliable and engaged group members. Students' group project participation and performance will be evaluated by the instructor, group members, and CSL partner for CSL projects. This evaluation will assess students' participation in the group project, including their professionalism, reliability, and contributions to their group project across the semester. Students completing the CSL component will also collaborate with their community partner to complete a CSL Student Completion form. Details will be provided on eClass.

The grading rubric for group project participation is as follows: 0 = never contributed to group project activities, attended virtual group meetings, and/or was regularly unprofessional or inappropriate

during group meetings; 1 = rarely attended group meetings, was often unprofessional or inappropriate during group meetings and unreliable, and/or rarely contributed to project activities; 2 = sometimes attended group meetings, was sometimes unprofessional and unreliable, and/or only contributed in minor ways to project activities; 3 = regularly attended group meetings, was mostly professional and reliable, but contributed inconsistently to project activities; 4 = often attended group meetings, was professional and reliable, and often contributed to project activities; and 5 = consistently attended all project meetings, was consistently professional and reliable, and consistently contributed to all project activities.

Group Project Deliverables

Outline of Group Project
 Draft of the Project Resources, Lesson Plans or Activities (10%)
 Draft of the Project Overview (5%)
 Peer Reviews of Draft Projects (5%)
 Final Group Projects – Resources, Lessons or Activities (10%) & Overview (5%)
 Group Project Participation Evaluations & CSL Completion Forms (5%)

Due Dates

Mon. Feb. 8th (4pm MST)
 Mon. Mar. 15th (4pm MST)
 Mon. Mar. 15th (4pm MST)
 Mon. Mar. 29th (4pm MST)
 Mon. Apr. 12th (4pm MST)
 Fri. Apr. 16th (4pm MST)

2. Class Participation (10%):

Students are expected to approach each learning module and activity prepared to discuss the questions and issues introduced in the readings and lecture material; to raise thoughtful ideas from the readings and lecture material that they think are particularly important or compelling; and/or to articulate how these issues relate to any practical experiences with children. Class participation will be based on students' overall contributions to virtual discussions on eClass throughout the semester, as indicated through their responses to questions and/or discussion points posed by the instructor. The only way to receive full marks is to consistently contribute, with relevant comments, to class discussion.

Starting week 2 (Jan. 18th) students are expected to read the assigned articles, questions and/or discussion points posed by the instructor, and the posted lecture material (including any links associated with the lecture notes) for each learning module. Note there are three learning modules across the term, with one module covering approximately each month. Students are responsible for completing the ~3-4 assigned readings for each learning module and for responding to **questions and/or discussion points posed by the instructor on eClass in the discussion forum for each module. The questions and/or discussion points will be based on the set of assigned readings and/or lecture material for each module. Students will respond via the eClass discussion forum in each module (max. 250 words) and are encouraged to review and respond to other student comments.** The goals of the readings and lecture material are to provide students with opportunities to raise thoughtful ideas from the readings, lecture material, and from their own applied experiences that they think are important or compelling and to promote discussion. Responses that simply state your enjoyment or dislike of a reading or that simply copy points from a reading are not appropriate. Responses to the questions and/or discussion points on the readings and lecture material should indicate some degree of insight into the reading and topic addressed.

For each module, student responses to the questions and/or discussion points must be posted by the end of the 3rd week of each module (see dates listed below). Responses submitted after this deadline will not contribute toward participation marks. Class participation across the semester will be graded out of 10 points. **NOTE: FOR EACH MODULE STUDENTS CAN SUBMIT DISCUSSION POST RESPONSES AT ANY TIME PRIOR TO THE DEADLINE AND CAN SUBMIT MULTIPLE RESPONSES TO ADDRESS QUESTIONS AND/OR DISCUSSION POINTS IN NEWLY POSTED LECTURE MATERIAL.**

Class participation across the semester will be graded out of 10 points as follows, multiplied by 2: 0 = never contributed to class discussion or responded to instructor questions about readings or lecture material; 1 = rarely contributed to class discussion or rarely submitted online responses; 2 = inconsistently

contributed to class discussion and/or submitted online responses; 3 = contributed to class discussion or submitted online responses but not both and not consistently; 4 = often contributed to class discussion and submitted online responses; and 5 = consistently contributed to all class discussions with thoughtful comments and consistently submitted thoughtful online responses.

Discussion Responses	Due Dates
Module 1	Fri. Feb. 5 th (4pm MST)
Module 2	Fri. Mar. 12 th (4pm MST)
Module 3	Fri. Apr. 9 th (4pm MST)

3. COVID-19 Research Proposal and Speed Presentation (50%):

Students are required to develop a research proposal to address a knowledge gap in the study of an aspect of peer relations in the context of the COVID-19 pandemic. The research proposal will be submitted in two components: (1) brief literature review, theoretical framework, knowledge gap to be addressed, and research questions and hypotheses (20%; ~6 pages, double-spaced); and (2) research design and method to address the research questions and hypotheses and expected outcomes (20%; ~6 pages, double-spaced). Students are also required to give a 3-minute speed presentation of their research proposal to the class (10%). **The research proposal needs to integrate a relevant theoretical perspective to guide the research and empirical evidence from a minimum of 4 peer-reviewed empirical studies on the selected aspect of children's peer relations. The research proposal needs to be written in APA 7 format.**

The goals of the COVID-19 Research Proposal and Speed Presentation are to provide students with opportunities to: (1) gain an in-depth understanding of an aspect of peer relations; (2) critically analyze and synthesize peer-reviewed research and identify knowledge gaps in the study of peer relations; (3) integrate research knowledge with current events to develop a logical argument to study this aspect of peer relations in the context of the COVID-19 pandemic; and (4) practice their writing and oral presentation skills.

Students should generate ideas for their research proposal and discuss their ideas with the instructor. Detailed instructions for the research proposal and speed presentation will be provided via eClass.

STUDENTS HAVE THE OPTION OF COMPLETING THE RESEARCH PROPOSAL AND PRESENTATION WITH A CLASSMATE. Students completing the proposal with a partner will be assigned the same grade. This is not negotiable. Detailed instructions for the research proposal and presentation will be provided via eClass. Students will submit their proposals via eClass.

Research Proposal Component	Due Dates
Literature Review and Research Questions (20%)	Fri. Mar. 5 th (4pm MST)
Research Design and Method (20%)	Fri. Mar. 26 th (4pm MST)
Speed Presentations (10%)	Mon. Apr. 5 th OR Wed. Apr. 7 th (12pm MST)

Tentative Course Outline:

The tentative course schedule is presented below. The course schedule is organized in three modules, with each module occurring over the course of approximately 4 weeks. Brief lecture material for each module will be posted on eClass for students to access asynchronously. The lecture material for each week will generally be posted at the beginning of each week. Lecture material will generally be posted as powerpoint presentations, with some embedded links and/or sound bites to provide additional information about the powerpoint. The purpose of the lecture material and any powerpoints is to complement the course readings but not cover the full readings. Students are responsible for reading the assigned readings. As this is a seminar course, the lecture notes will be brief as students are also expected to engage with the course material via the synchronous class meetings.

Note: The topics within each module are subject to change depending on class interest or other news worthy topics that arise. If topics and readings change students will be notified via eClass.

Tentative Schedule for Lecture Material and Important Dates:

Dates	General Topic	Important Dates
Week 1: Jan. 11 th -15 th	Introductions & CSL	
	Module 1: Individuals & Dyads	
Week 2: Jan. 18 th -22 nd	Theory on Peer Relations	Jan. 18 th -22 nd : CSL Meetings
Week 3: Jan. 25 th -29 th	Early Peer Relations	
Week 4: Feb. 1 st -5 th	Friendships	Feb. 5 th : Module 1 Responses Due
Week 5: Feb. 8 th -12 th	Aggression and Prosocial Behavior	Feb. 8 th : Group Project Outline Due
Feb. 15th-19th	Winter Term Reading Week	No Classes
	Module 2: Peer Groups & Reputation	
Week 6: Feb. 22 nd -26 th	Peer Bullying & Victimization	Feb. 24 th : Pink Shirt Day
Week 7: Mar. 1 st -5 th	Peer Groups & Networks	Mar. 5 th : Research Proposal Intro Due
Week 8: Mar. 8 th -12 th	Peer Acceptance & Rejection	Mar. 10 th -12 th : No Class Meetings
		Mar. 12 th : Module 2 Responses Due
Week 9: Mar. 15 th -19 th	Peer Popularity	Mar. 15 th : Group Project Drafts Due
	Module 3: Contexts of Peer Relations	
Week 10: Mar. 22 nd -26 th	Family Context of Peer Relations	Mar. 26 th : Research Proposal Method Due
Week 11: Mar. 29 th -Apr. 2 nd	School Context of Peer Relations	Mar. 29 th : Peer Reviews Due
Week 12: Apr. 5 th -9 th	Speed Presentations	Apr. 9 th : Module 3 Responses Due
Week 13: Apr. 12 th -16 th	Race-Ethnic Context of Peer Relations	Apr. 12 th : Final Group Project Due
		Apr. 16 th : Evaluations & Forms Due

Important Dates: See the current Calendar for the [Academic Schedule, Dates, and Deadlines](#), which include the Registration Add/Drop deadline and Withdrawal date.

Disclaimer: Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass.

Email: For personal inquiries, please email the instructors. Please enter “PSYCO 423” in the subject line in your emails to the instructor. I will respond to your emails as soon as possible, generally within 1-2 business days (M-F). Please do not expect responses on the weekends. For lengthier or multiple questions please ask these during office hours or schedule an appointment. Questions that are asked via email may be responded to via the eClass discussion board to benefit all students rather than via email.

For general questions about the course or course content, please refer to the “Course Questions Forum” in eClass before emailing the instructor. The “Course Questions Forum” is a discussion forum where students from PSYCO 423 can pose general questions about the course that will be answered by the instructor. Here, you may find your inquiry has already been addressed. If your inquiry has not been addressed, please create a discussion post with your inquiry. The instructor will respond to your discussion post within 1-2 business days (M-F). Please do not expect a response on the weekends.

Territorial Statement: “The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.”

Appeals: The Department of Psychology policy is that students must initiate a request for reevaluation of term work prior to the posting of final grades. Term work will not be revisited after final grades are posted.

Student Responsibilities:

Guidelines for Respectful Online Engagement: “Students from many different backgrounds participate in courses at the University of Alberta. Sexist, racist, homophobic comments and other inflammatory remarks are not conducive to learning in our courses, and absolutely are not permitted. All participants are governed by the [Code of Student Behaviour](#). Be mindful when discussions involve controversial topics or issues, and consider the possibility that members of our community have themselves experienced some of these issues and/or very different realities because of these issues. Participate in a respectful and considered manner. If you are witness to or the target of abusive or offensive behaviour in any course, please inform your instructor immediately. You may also contact the Psychology Undergraduate/Graduate Advisor, Associate Chair of Undergraduate/Graduate, or Chair.”

Academic Integrity and Offences: “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

All students should consult the [Academic Integrity website](#) for clarification on the various offences. If you have any questions, ask your instructor. All forms of dishonesty are unacceptable at the University. Any offence will be reported to the Associate Dean of the Faculty, who will determine the disciplinary action to be taken. See the [Academic Discipline Process](#). Sanctions range from a grade of zero for an exam or paper in question, with no opportunity to replace the grade or redistribute the weights, to a disciplinary failing grade with a period of suspension or expulsion from the University of Alberta.

Plagiarism is using someone else’s work and presenting it as your own, whether it comes from the web, a friend, or some other source. COPYING SOMEONE ELSE’S WORDS IS PLAGERISM (UNLESS APPROPRIATE CITATION IS USED). For more information, see: <http://www.plagiarism.org/>.

Cheating is obtaining information from another student or unauthorized source or having someone else represent you during a quiz or exam. It is an equal offence to deliver information to another student, in any form, in the course of a quiz or exam.

“The University of Alberta recognizes collaboration as an important part of intellectual and academic development. Collaboration can produce creative and innovative ideas and research; however, if students engage in inappropriate collaboration, it gives them unfair academic advantage and is a violation of the Code of Student Behaviour.” Please review information on [Appropriate Collaboration](#) on the Office of the Dean of Students’ website, to clarify guidelines about acceptable levels of collaboration.

UNDERSTAND THAT PLAGERISM CAN TAKE PLACE ON ASSIGNMENTS AS WELL AS ON PAPERS AND QUIZZES. IT IS EXPECTED THAT YOU WILL BE THE SOLE AUTHOR OF YOUR OWN WORK, INCLUDING ASSIGNMENTS AND QUIZZES.

Exams: Your student photo I.D. is required at exams to verify your identity. Students will not be allowed to begin an examination after it has been in progress for 30 minutes, and must remain in the exam room until

at least 30 minutes has elapsed. Electronic equipment cannot be brought into examination rooms and hats should not be worn. See Calendar information on [Conduct of Exams](#) for more information.

Cell Phones: Cell phones are to be turned off during class meetings, unless the instructor has explicitly requested their use in association with lecture/learning material. Cell phones are not to be brought to exams. It is expected that students will refrain from using their cell phones and laptop computers for personal, non-course related purposes during class time.

Learning and Working Environment: The Department of Psychology, Faculty of Arts, and Faculty of Science are committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. This includes virtual environments and platforms. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

University of Alberta Sexual Violence Policy: The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment. As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover. To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Recording of Lectures: “Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).”

Attendance, Absences, and Missed Grade Components: Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to an incapacitating illness requiring medical intervention, a severe domestic affliction, OR circumstances covered by University’s duty to accommodate policy notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the Calendar regarding attendance and examinations sections of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In This Course: It is expected that students will regularly contribute to class discussion. Students are responsible for meeting all course requirements and for all course material that is covered in the lecture

material. Quizzes will cover material covered in the readings and lecture material. Failure to complete any one of the course requirements will result in a grade of zero for that assignment or quiz. **There are NO make-up assignments and NO make-up quizzes.** There are NO bonus activities to boost students' grades. For students who must miss a quiz because of an incapacitating illness requiring medical intervention, a severe domestic affliction, OR circumstances covered by University's duty to accommodate policy their grade from the other quizzes will comprise 45% of their final grade. Approval for an excused absence from a quiz is at the discretion of the instructor. Students must apply to the instructor within 48 hours of the missed quiz.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>

COVID-19 Updates: Updates pertaining to university-related activities can be found on the [COVID-19 Information website](#).

Student Services and Resources: General information about various services, including academic, financial, health, safety, and career development, can be found on the website for [Current Students](#).

Accessibility Resources (AR) (1 – 80 SUB): The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. AR promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage. Eligible students have both rights and responsibilities with regard to accessibility-related accommodations. Consequently, scheduling exam accommodations in accordance with AR deadlines and procedures is essential. Please note adherence to procedures and deadlines is required for U of A to provide accommodations.

Academic Success Centre (1-80 SUB): [The Academic Success Centre](#) provides professional academic support to help students strengthen their academic skills and achieve their academic goals. Individual advising, appointments, and group workshops are available year round in the areas of Accessibility, Communication, Learning, and Writing Resources. Modest fees apply for some services.

The Centre for Writers (1-42 Assiniboia Hall): The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

First Peoples' House: [The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds: The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

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