

## PSYC4400-1 | Seminar in the Psychology of Women | Psychology Fall 2021

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<b>Classroom Meeting Time(s):</b>	<b>Wednesdays 8:30 a.m. – 11:20 a.m.</b>
<b>Classroom Location:</b>	<b>Online on Zoom <a href="https://us02web.zoom.us/j/86195620288">https://us02web.zoom.us/j/86195620288</a></b>

### Instructor and GA

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	<u>Instructor</u>	<u>GA</u>
<b>Name</b>	Dr. Charlene Y. Senn	Lenox Mou
<b>Email</b>	<a href="mailto:cseenn@uwindsor.ca">cseenn@uwindsor.ca</a>	<a href="mailto:mou2@uwindsor.ca">mou2@uwindsor.ca</a>
<b>Telephone</b>	(519) 253-3000 x 2255	
<b>Office Hours</b>	Mondays 2:00 – 5:00 p.m. Book 1 or 2 15-min appointments using this URL <a href="https://my.timetrade.com/book/ZCS3M">https://my.timetrade.com/book/ZCS3M</a>	
<b>Office Location</b>	Chrysler Hall South 180	

### Course Description (from the Calendar)

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An examination of the feminist critique of mainstream psychology research of the last century, of feminist approaches to research and theorizing, and applications of feminist psychology to the study of a number of topics in the psychology of women (e.g., mental health, violence against women, sexuality).

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### Course Learning Outcomes

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By the end of this course the successful student will be able to:

1. Identify and evaluate sexist bias when it occurs in research and theory in psychology and in popular media reports of research;

2. Explore current knowledge about various issues in the psychology of women and communicate these ideas effectively to others verbally and in writing;
3. Define and explain the distinctions between key concepts in the field (Psychology of Women/Feminist Psychology);
4. Apply theories and key concepts learned in one context of the psychology of women to a range of situations and topics, orally and in writing;
5. Engage with issues in psychology of women with a balanced perspective based on personal perceptions and experiences, feminist psychological theory, and data from good research.

## Course Materials

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**Required Reading(s):** Course readings are available on Blackboard. First reading (and associated assignment) is for week 2.

Reminder: Always bring your course readings to class (either available on your computer or printed out) as we will be actively working with them.

**Recommended Reading(s):** Visit the course Blackboard site for supplementary resources (including web resources) and information.

## Curriculum and Weekly Schedule

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Previous students requested that I create *Questions to Think About* (QTTA) for each week's course readings to help guide your reading. You will find them immediately before the 'real' readings for a given week on the Blackboard site.

**\*\*If there is an asterisk (\*) in front of a reading, you DO NOT have to write key points for it.\*\***

	<b>Topics</b>	<b>Weekly Readings</b>
<b>Week 1</b> <b>Sept 15</b>	Introduction to the course, to feminist approaches in psychology, and to the psychology of women <i>Class exercise in close reading / key points</i>	None [do pre-course survey emailed to you -- due noon Tues Sept 14 – day before class]
<b>Week 2</b> <b>Sept 22</b>	Women's place in psychology of the past / Feminist Psychology	1* Questions to Think About (QTTA); 2 Furumoto, 1997; 3 Weisstein 1968/1992
<b>Week 3</b> <b>Sept 29</b>	Research approaches / Bias in research (Key concepts: positivism, social constructionism, bias) <i>Critique activity</i>	4* QTTA; 5 Sherif, 1979/1998; 6*Wyche, 1998; 7 Crawford & Marecek, 1989
<b>Have you booked your pre-midterm office hours appointment with Dr. Senn yet? If not, do it now!</b>		
<b>Week 4</b> <b>Oct 6</b>	Introduction to women, sex, and gender (Key concepts: sex, gender, masculinity, femininity, stereotyping, discrimination, intersectionality) <b><i>Choice of Application Assignment due -- must be submitted on Blackboard today by midnight</i></b>	8* QTTA; 9 Lips, 2017; 10 Gould, 1970/1992; 11* Poisson, 2013; 12* Forbes, 2014, <b>p. 21 ONLY</b> ; 13* Killerman 2017
<b>Oct 13</b>	READING WEEK (no classes or office hours)	

<b>Week 5</b> <b>Oct 20</b>	Power matters, Diversity matters (Key concepts: fundamental attribution error, power, privilege, oppression, stereotyping, discrimination, intersectionality, sexism, microaggression, 'choice' under conditions of inequality)	14* QTTA; 15 Liss et al, 2019; 16 Bromley, 2012
<b>Week 6</b> <b>Oct 27</b>	Ideas about sex and gender: What difference does it make? (Key concepts: alpha bias, beta bias, expectations) <i>Exercise in close reading</i> <b>Midterm take-home test handed out</b>	17* QTTA; 18 Haines, Deaux & Lofaro, 2016; 19 Yoder & Kahn, 2003; 20 Bem, 2008 Note. Heavy reading week (start early!)
<b>Week 7</b> <b>Nov 3</b>	Becoming women: Learning / doing gender (Key concepts: socialization, gender system, embodiment, gender play) <b>Midterm Take-home Test due by 8:30 a.m (before class today)</b>	21* QTTA; 22* Suniti, 1981; 23 Rice, 2014 [this week read and do key pts on this chapter with a focus on gender]
<b>Week 8</b> <b>Nov 10</b>	The Body (Key concepts: objectification, self-objectification, internalization of cultural norms)	24* QTTA; 23 Rice, 2014 [read again and do key pts with a focus on "the body"]; 25 Fahs, 2014; 26* DAWN report, 2020 (selection)
<b>Week 9</b> <b>Nov 17</b>	Sexuality and relationships (Key concepts: pleasure, performance, sexualization, sexualized, self-sexualization) Film: excerpt from <i>Dilemmas of Desire</i> (DVD available in Leddy on reserve if you miss it) Note: this class has sexually explicit content so make sure you have a private context to join the class	27* QTTA; 28 Fahs 2011 [Note. The historical review section of this article should have only a single key point]
<b>Week 10</b> <b>Nov 24</b>	Work and family (Key concepts: equity, gender pay gap, revisiting key concepts of discrimination, "choice" under conditions of inequality) <b>Application Assignment Due</b>	29* QTTA; 30 Jacques & Radtke, 2012; 31 Lips, 2013
<b>Week 11</b> <b>Dec 1</b>	Violence against women/Women and violence (Key concepts: resistance, resilience, post-traumatic growth)	32* QTTA; 33 Rozee & Koss, 2001; 34 Rodenhizer, 2021
<b>Week 12</b> <b>Dec 8</b>	Pulling it all together / Key Concepts and Integration <i>Class Activity</i> <b>Final Take-home Examination handed out</b>	None

**Student Evaluations of Teaching (SET)** forms will be administered in the last two weeks of classes, in accordance with Senate policy. Last day for Voluntary Withdrawal is Dec 6, 2021.

## Evaluation and Assessments

Assessment	Worth Value	Due Date
Weekly Key Points + minimum of 1, 15-min office hour meeting with prof	10	Key points due most weeks by beginning of class (8:30 a.m.). Meeting with professor before midterm is handed out (Oct 27)

Participation (pre-class surveys + in class)	10	Every week. Survey responses due every Tuesday by midnight before class
Application Assignment	20	Submit choice by Oct 6. Due Nov 24 by 8:30 a.m.
Midterm Take-home Test	30	Handed out Oct 27. Due Nov 3 by 8:30 a.m.
Final Take-home Exam	30	Handed out in final class Dec 8. Due Dec 15 by 4:00 p.m.
Bonus Points (through Psychology Participant Pool or see me for alternative)	2	Completed before Participant Pool closes Dec 8 at 5 p.m.

## More Detail about Course Grades and Requirements

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You are required to be responsible for your own learning by being present in class, completing all reading prior to the class for which it is assigned, answering the pre-class online surveys, participating actively in the seminar, and completing all assigned work. ***This is a course with a substantial reading list and weekly assignments. Do not get behind or you will find it very difficult to catch up.***

The requirements for the course are stated above and are explained below in more detail. Please ensure that you understand the requirements for this course. If you have any concerns or questions about the requirements after reading the course outline, please speak with me about them as soon as possible.

I care about how you are doing in the course. To make sure that I know how things are going for you, **you are required to come to my office hours once during the term (before the midterm is handed out on October 27th)**, so we can check in about how you are doing with the material and assignments. Make an appointment in advance using my online scheduling program (<https://my.timetrade.com/book/ZCS3M>). Feel free to come more often than this! I can help if you are having difficulty. If things are going well and you don't have any concerns, it will be a short meeting.

### Attendance, Participation, and Cameras

Classroom attendance is expected. Discussions become more interesting and complex through continuity and shared and diverse experiences. We will also do a number of exercises and activities in class that cannot be replicated through reading or hearing about them. Much of what you will learn will come from experiences we have in class. As a result, **students who miss more than one (3-hr) class should expect that their reduced opportunity to learn and participate will affect their final grade.** Any students who have work or other obligations that conflict with the class time should seriously reconsider taking the course this year.

I understand that students vary in their comfort in speaking up in class. This is complicated in many ways by virtual classrooms. There are two ways you will participate in the class: 1) in class (in small or large group discussions) and 2) through answering pre-class online surveys. **Pre-class surveys must be completed before midnight Tuesday (prior to class on Wednesday) or your contribution will not be counted.** Your participation grade is determined from both types of participation. You may participate in

the surveys even if you are absent from class, but you cannot “make up” the surveys if you miss their deadline.

We are unable to be in a classroom together this fall but we can make this seminar class (max 25 students) feel more like an in-person classroom and have similar benefits. One of the ways you can help make this possible is if you leave your camera on for as much of the class as possible. I understand that issues like low internet bandwidth, shared spaces, rambunctious pets and children, etc. can mean you won’t always be able to have your camera on, but please try to have it on as much as possible, particularly for the discussions. Feel free to use background filters to block out the view around you or to leave your camera off when I am giving mini-lectures or showing films, but please turn it back on for our activities and discussions if you can. All of us are affected by non-verbal clues as much as verbal or physical cues in our interpersonal and group communication. We use non-verbal behaviour to know when someone else wants to say something, is having a reaction to what we said, or is thinking but is not quite ready to speak (but might be in a few moments), and many other things. If I can see you and you can see each other our discussions will be richer and, and as a result, your experience and learning in the class will be enhanced. Talk to me in office hours if issues arise for you related to the virtual context.

As we progress through the course you will find things in the news and on social media or the web, that relate to our discussions and to the ideas and concepts in the course. Sometimes these other materials will propose a challenge to the course materials, sometimes they will reinforce or provide evidence for the claims the authors in the course readings are making. Extra-course material you provide will enrich our discussions so feel free to share these in class.

### Weekly Key Points

**Purpose** -- This weekly assignment is designed to: encourage you to read closely for an author’s main arguments and reflect on the readings ahead of class time; to prevent you from falling behind in your reading; and to enhance your participation in class discussions. Critical thinking about the readings outside of the classroom will help you to participate more fully. But before you can reflect on a reading you must first be able to understand what the author’s main point is. Many students believe they are doing this when they take notes on all the points an author makes **but this is NOT the same thing**. To identify the ‘key points’ you must synthesize across the points or arguments that the author(s) of the piece makes to identify their primary argument or thesis. Some of the readings assigned are stories and key points for them represent your understanding of what the author is saying about the issue represented. See Tips below.

**Requirements** -- **You are expected to complete a weekly Key Points assignment and hand it in at the beginning of most classes (see Schedule)**. Keep your copy handy so you can use it in the discussions or produce it if your Blackboard submission goes astray. Readings marked with an asterisk (\*) DO NOT require key points. There are 12 weeks in the semester and there are assigned readings for 10 weeks. For the final class of the year, you may also complete key points that summarizes the course in a nutshell. You therefore have 11 opportunities to submit these weekly exercises. You need to complete a minimum of 9 weekly exercises. If you submit more than 9 weeks of key points, you will be advantaged because I will use your 9 best marks to calculate your grade. **You must also meet with me (in office hours) once before the midterm is handed in to check in**. If you meet with me as required, you will receive the Key Points grade as described above. If you do not attend a meeting with me, I will deduct 5% from your final Key Points grade.

If you miss a class due to medical reasons you may submit your key points to me by email as soon as you return with the appropriate documentation. If you miss a class for a non-medical reason, you will need to hand in your key points **early** or by 8:30 a.m. of the day they are due or they will not be accepted.

**Grading** -- Each week's key points will be marked out of 3 where  $> 2.75 - 3.00$  means you have accurately captured the central thesis (or theses if there is more than one) of each reading and demonstrated that you carefully read and understood the author's intention in the article/chapter. Your Graduate Assistant does the marking of these assignments using marking keys we have developed together. If you have questions or concerns about the grading, please see me in office hours.

We will do some practicing in class. After your first key points assignment, I will present my answer and the GA's answer in class and we will discuss how we got to them. You can expect that you will get better with practice. Marks usually start with class averages between 50-60% and then by the end are mostly in the 80-100% range. But this only happens if you persist. See me if you are having trouble and hand them in!

**Tips on doing Key Points** -- Key points capture and describe the **main** thesis/theses or argument(s) of the reading.

- Each key point must be succinct; usually a few sentences are sufficient to capture the points made in the chapter or article, sometimes one sentence is enough. You can write a brief paragraph (but no more) if you feel it is necessary to capture all the main argument(s).
- If you end up with a long answer you likely do not have the KEY point(s) and will need to go back and synthesize. The GA **will not** "pick out" the main point from among your many points/notes; you need to do that selection yourself. This means that if you give us a long list of points for an article, we will read and mark the first three and then stop.
- Usually there are three key points in a reading so when in doubt write three. There are never more than three. Ensure that you have identified key points for every assigned article/story (except those marked with asterisks \* -- you will read them only)

#### Midterm and Final Examinations:

The midterm and final exams are in a take-home essay exam format. **You will be given one week to complete them so you will need to ensure that you have time in your schedule to work on it during the week prior to the due date.** The examination will allow you to demonstrate your knowledge about key concepts and other material, your ability to apply theories and concepts, and your ability to organize and present your ideas clearly. The final exam is cumulative. Requests for regrading of the final exam must be made in writing within two weeks of the posting of final grades. **You must keep a copy of your exam for your own records.**

#### Application Assignment:

You must complete one application writing assignment. You will choose one of three options. Details on the requirements will be handed out and discussed in the first few weeks of the course. Send an email to Dr. Senn or give her a hard copy notification of your choice by October 6th. Make sure that you start working on your assignment at least one month ahead of the deadline as they all involve reading and other tasks prior to writing the essay. **You must keep a copy of your assignment for your own records.**

#### Bonus marks:

You are eligible to earn 2 bonus points for this course. Participating in research will often give you an interesting opportunity to test the ideas you are learning in this class and to see psychology research in action. (See more detail in the next paragraph.) You may earn bonus points in another way if you prefer not to participate in research. This will involve attending a relevant talk/event and writing about your experience. I will announce talks/events in class periodically and these would be eligible. Talk to me in office hours for more detail if you want to do the alternative assignments.

[Information from the Participant Pool] The Psychology Department Research Participant Pool provides an opportunity for students to learn about research in psychology by participating in studies conducted by faculty, graduate students, and honours students. The pool works as follows: at the start of each term, instructors offer points in their courses. Students register in the participant pool system, and indicate the courses that they are taking. Researchers post studies to the system or sometimes contact participants directly to recruit student participants. Once completing the study, the researcher posts points to the system. At the end of the term, instructors are sent a list of students who earned points in their course. Courses vary in the number of bonus marks they offer (from 1 to 3). Instructors also offer an alternate assignment which you can complete, in case you do not wish to take part in studies or if you are unable to earn a sufficient number of credits from studies. Each point earned is worth 1% towards your final course grade. For a course, like this one, which allows you to earn 2 bonus points, you can have up to 2% added to your final grade; this is potentially enough for a half grade change (e.g., from 68%, C+ to 70%, B-). For more information about how the Participant Pool works view this video <https://www.youtube.com/watch?v=ApLr-NEvJGI>.

You are encouraged to register in the system during the registration period at the beginning of the term. Registration does not mean you must take part in studies, but leaves you the option of doing so later. You must SELF-REGISTER for the Participant Pool by accessing the pool web site and following the instructions there: <http://uwindsor.sona-systems.com>. You MUST self-register before the date specified on this website. If you have registered in the system in a prior term, you MUST log in to your account during this time period and complete the demographic screening and course selection to re-activate your account. The sooner you register, the sooner you may be invited to earn bonus points.

Studies that you can participate in will be posted on the pool website and you can sign up for studies directly on the website. Check the system often as new experiments get added throughout the term. You must finalize assignment of points earned to courses in the system by the deadline. This deadline—and other important dates—are listed on the website. Students taking part in studies are expected to be familiar with the participant pool policy manual, available on the website <http://uwindsor.sona-systems.com>. If you have any questions or concerns about your involvement in the participant pool during the term, please email [psycpool@uwindsor.ca](mailto:psycpool@uwindsor.ca).

#### **Dr. Senn's Class Policy (See also FAHSS Policies & Procedures on Blackboard)**

**Late Assignments:** Everyone is entitled to one (1) extension certificate (download it from the Blackboard site and hand it in when your writing assignment is due). This can be used for the Application Assignment or a weekly Key Points assignment but NOT for pre-class online surveys or Take-home Exams. No other extensions will be granted except in the case of a medical emergency (a medical certificate is required). If you have any questions about these requirements, please see me.

**Plagiarism and Cheating:** I expect you to submit original work. When you are working together with another student, you must disclose this fact to me. When you use source materials (published or unpublished, the work of professionals or other students) you must credit those sources. If you use their exact words then the words must be placed in quotation marks and the page number where you obtained them must be provided. If you paraphrase someone's ideas, words, or organizational framework, you must also give them credit. It is essential that you cite the author and date in all instances following the section that you have paraphrased. If you do not, you are plagiarizing. If you are unsure about how to cite something or someone, please come to see me before you hand anything in. See <http://www.uwindsor.ca/academic-integrity/306/student-resources> for more help if you need it.

Plagiarism and cheating are serious academic offenses punishable by expulsion from the university community. See the [Faculty of Arts, Humanities, and Social Sciences Policy](#). Please familiarize yourself

with these regulations. You are responsible for maintaining responsible and honest academic practices while in the university community and this course. I am required by university regulations to report ALL instances of plagiarism and cheating. **Please note that collaboration on take-home exams IS cheating.**

**Missed exams:** Students are expected to hand in the take-home exams when they are due except when prevented by a medical emergency. Medical emergencies **must** be documented with a medical certificate signed by your physician. Since the take-home examination is meant to be completed in advance, sickness on the date due does not constitute a valid excuse. If you have any questions about these requirements, please speak with me in office hours.

**Recording of Class Lectures/Discussions and Use of PowerPoint Slides:** No recording of the seminar class is permitted except for students who are registered with and have obtained this accommodation from Student Accessibility Services. You will be informed if someone in the class has this permission and will be recording the seminar. You can ask that the recording is suspended for any particular activity or discussion where students are contributing. “Any recording of lectures or guest lecturer/classmate presentations can be used only for the purpose of private study by the individual student. The recording cannot be shared, distributed, emailed, posted online or otherwise disseminated or communicated in any form or to any other person unless written consent has first been obtained from the instructor or presenter.” ([FAHSS Policies & Procedures](#), 2021)

## **Web Resources of Interest**

Professional Associations:

1. Section on Women and Psychology (Canadian Psychological Association):  
<http://www.cpa.ca/aboutcpa/cpasections/SWAP/>
2. Society for the Psychology of Women (Division 35, American Psychological Association):  
<https://www.apa.org/about/division/div35>
3. Association for Women in Psychology: <https://www.awpsych.org/>
4. Women’s Program Office of APA: <http://www.apa.org/pi/women/about/index.aspx>  
(The Women’s Programs Office works to improve the status, health, and well-being of women psychologists and consumers of psychological services)
5. Feminist Psychology blog: <http://www.fempopculture.blogspot.ca/>
6. SexGenLab – created by Deborah Tolman (feminist psychologist) and her team:  
<https://www.sexgenlab.org/>

History Sites:

7. Society for the Psychology of Women Heritage Site:  
<http://www.apadivisions.org/division-35/about/heritage/index.aspx>
8. Psychology’s Feminist Voices (biographies on Canadian and American feminist psychologists):  
<https://feministvoices.com/aboutUs>

Research Sites with high quality data (and fact sheets) on women:

9. Women’s Research Institute (U.S.): <http://www.wrei.org/>
10. Canadian Research Institute for the Advancement of Women (CRIAW):  
<http://www.criaw-icref.ca/>
11. Statistics Canada reports, <http://statcan.gc.ca> e.g., on sexual assault:  
<http://www.statcan.gc.ca/pub/85-002-x/2017001/article/14842-eng.htm>
12. Re:Gender (formerly National Council for Research on Women):  
<https://www.icrw.org/regenders-history/>
13. Canadian Women’s Health Network (closed but site still live): <http://www.cwhn.ca/>

Other sites that may be of interest for feminist news, opinions, and activism on issues [there are many others!]:

1. Ms. Magazine (American) Online: <http://www.msmagazine.com/>
2. Ms. Foundation Online: <http://forwomen.org/>
3. Herizons Magazine (Canadian): <http://www.herizons.ca/>
4. Feministing (American blog – closed but still relevant): <http://feministing.com/>
5. Rabble's feminism page (Canadian blog): <https://rabble.ca/issues/feminism>
6. Shameless magazine (Canadian): <http://shamelessmag.com/>
7. The Brave Girls Alliance: <https://www.facebook.com/BraveGirlsWant/>
8. Spark Movement: <http://www.sparksummit.com/>

## FAHSS LEAD Scholars

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The **LEAD Scholars Program** recognizes students in good academic standing who have excelled beyond the classroom by participating in High Impact Practices (HIPs) throughout their undergraduate learning as a student in the Faculty of Arts, Humanities and Social Sciences.

FAHSS students can earn distinction as a LEAD Scholar by participating in activities under the areas of Leadership, Engagement, Application and Discovery.

- **Leadership** through peer mentoring and campus involvement.
- **Engagement** through service learning and study abroad.
- **Application** through internships and practicums.
- **Discovery** through undergraduate research and creative pursuits.

LEAD Scholars will receive a **Bronze**, **Silver** or **Gold** medal based on the number of LEAD areas completed. For more information, please visit: [FAHSS LEAD Scholars](#).

## UWin FAHSS App

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The UWin FAHSS app is available for iOS and Android devices.



[Click to download for Apple devices.](#)



[Click to download for Android devices.](#)

It is recommended that [all first-year students download](#) the UWin FAHSS app.

All other students are encouraged to [download, register and join their department's community](#) for information, updates, and services.

## Reach

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Reach is an online peer support program designed to help first and second-year students by providing academic assistance through a virtual platform. By joining a Reach session, students can expect to receive advice and tips from an upper year student relating to:

- Student Life (Joining clubs, extra-curricular activities, on-campus involvement);
- Study Skills Strategies;
- Time Management Strategies;
- Campus Resources/Services;
- Transition Frequently Asked Questions

Reach sessions run from 12:00PM - 8:00PM on Mondays through Fridays.

[Reach Portal](#) | [reach@uwindsor.ca](mailto:reach@uwindsor.ca)

## Bystander Initiative

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A UWindsor Initiative to End Sexual Violence

The University of Windsor is committed to campus safety for *all students*. We proudly offer sexual violence prevention education in two ways:

- 1) Offering *Bringing in the Bystander*® sexual violence prevention workshops to *all students*. **Students who complete a highly interactive 3-hour workshop will receive a certificate of completion and may be eligible to receive bonus marks (integration will be noted in participating course syllabi).**

[To register for a workshop visit: UWindsor's mySuccess](#)

- 2) Two undergraduate bystander courses for senior-level undergraduate students (semester four or five standing), **3500: Practical Strategies for Social Change** offered for course credit as a general social science credit, criminology, psychology, sociology, social work, and women's and gender studies. Eligible students may apply for **4500-Practicum in Social Change**, which prepares student to lead *Bringing in the Bystander*® workshops for UWindsor students. *In combination 3500 & 4500 qualify for the leadership distinction of the LEAD medallion program.*

To find out more visit: [UWindsor's Bystander Initiative](#)

## Student Mental Health Strategy

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The University of Windsor is committed to fostering a thriving University community that actively promotes mental well-being and supports students to flourish in both their personal and academic lives.

### Guiding Principles:

**Accessibility and Diversity:** We provide mental health services and supports that are visible, barrier-free, non-judgmental, inclusive and equitable.

**Empathy and Compassion:** We enhance every student's sense of belonging by infusing empathy, compassion and respect into everything we do.

**Empowerment:** We build capacity, develop resiliency and empower all members of the campus community to take an active role in building awareness, eliminating stigma and managing mental health issues.

**Engagement:** We actively engage students, faculty and staff to establish meaningful collaborations, proactively address needs, build capacity and share ideas.

**Responsive:** We provide relevant and responsive services that are grounded in best practice and are fluid and dynamic in meeting the mental health needs of students.

**Shared Responsibility:** We share the responsibility for creating the campus conditions that support student success and promote mental wellbeing.

Source: Student Mental Health Strategy, October 3, 2018

Mental Health and Wellness Resources

Therapy Assistance Online (TAO)

Volunteer and become part of the Living Well Lancer Team!

## Student Accessibility Services

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Student Accessibility Services offer a wide range of programs and services to assist with the transition from high school to university for those with learning disabilities. This office will help make the transition as seamless as possible. They also offer aids to help you succeed in University for those with specific learning disabilities. To fully understand all services offered to both Faculty and Students please go to the Student Accessibility Services website at <http://www.uwindsor.ca/studentaccessibility/>. To schedule a visit with their office please call PH: 519-253-3000 ext: 3288 or stop in their office located in the Lower Level of Dillon Hall in the center of campus or email [sas@uwindsor.ca](mailto:sas@uwindsor.ca).

Also review Senate Policy on [Academic Accommodation for Students with Disabilities](#).

Note: Students seeking academic accommodation for an ongoing, diagnosed disability (whether permanent or temporary) must begin the process by completing the Student Accessibility Services [Online Intake Form](#). Once this is done, you will be contacted to arrange a meeting with an Advisor.

## Student Wellness Resources

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From time to time, students face obstacles that can affect academic performance. If you experience difficulties and need help, it is important to reach out to someone.

For help addressing mental or physical health concerns [on campus](#), contact (519) 253-3000:

- Student Health Services at ext. 7002 ([www.uwindsor.ca/studenthealthservices](http://www.uwindsor.ca/studenthealthservices))
- Student Counselling Centre at ext. 4616 ([www.uwindsor.ca/studentcounselling](http://www.uwindsor.ca/studentcounselling))
- Peer Support Centre at ext. 4551

### 24 Hour Support is Available

My Student Support Program (MySSP) is an immediate and fully confidential 24/7 mental health support that can be accessed for free through chat, online, and telephone. This service is available to all University of Windsor students and offered in over 30 languages. Call: 1-844-451-9700, visit <https://keepmesafe.myssp.com/> or download the My SSP app: [Apple App Store](#)/[Google Play](#).

A full list of on- and off-campus resources is available at <http://www.uwindsor.ca/wellness>.

Should you need to request alternative accommodation contact your instructor, head or Associate Dean.

## Academic Support Services

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### Writing Support Desk

The Writing Support Desk is located on the main floor of Leddy Library and is a service that provides students with help regarding various aspects of their academic writing, including

- Interpreting assignment prompts
- Constructing strong theses and arguments
- Grammar, punctuation, and syntax problems
- Analyzing and integrating sources
- Citing and referencing

Students should note that the WSD is not a proofreading service. Though we will examine as much of a sample of writing as we can in the space of a one-on-one consultation, our goal is to teach students how to improve their writing, not to edit the work. For more information, visit [www.uwindsor.ca/writingsupport](http://www.uwindsor.ca/writingsupport).

### Skills to Enhance Personal Success (STEPS)

The Student Success and Leadership Centre offers free workshops through the Skills to Enhance Personal Success (STEPS) program that are geared towards helping to develop study skills to achieve academic success in a university setting. For more information, visit [www.uwindsor.ca/steps](http://www.uwindsor.ca/steps).

## Achieving Your Career Goals and Getting Experience

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It's never too early to start thinking about where you're headed next – take the opportunity to engage in your own career development and participate in experiential learning activities throughout your time at university.

Career development is a lifelong process. It is more than just deciding on a major or a job. A degree in the Faculty of Arts, Humanities, and Social Sciences opens so many doors. Spend some time thinking about what kind of doors you want to explore.

Career Development & Experiential Learning (CDEL) is here to support you throughout your journey from degree to career. Whether you have a clear career goal in mind, are going on to further schooling, or simply want to explore possibilities, we are here for you. We offer expertise in topics related to career exploration, job search strategies, resume and cover letter development, interview preparation, and much more. We also host our own job posting board and various employer networking events. Participating in experiential learning activities during your studies can have a direct impact on your ability to find a meaningful career. Getting experience helps you develop and recognize your skills, expand your network, and have fun!

See below for a list of experiential learning and career development activities you can get involved in:

- Participate in the [LEAD Scholars Program](#) to achieve the status of a LEAD Scholar at graduation.
- Check out the FAHSS [Experiential Learning Hub](#) or talk with your departmental advisor for information about courses with experiential learning.
- CDEL offers three experiential learning programs. Find [Ignite-Work Study](#) positions, take part in the [Job Shadow Experience](#), and participate in [VIP-Community Service Learning](#).
- Connect with the CDEL team to participate in [workshops](#), [book career advising appointments](#), conduct mock interviews, and [attend employer events](#). FAHSS students also have a designated Career Advisor they can meet with to explore answers to questions like “What can I do with my degree?” or “What am I going to do after graduation?”
- Be international! Participate in a [student exchange program](#) or take a course that travels to an international location.