



**Faculty of Science Course Syllabus**  
**Department of Psychology and Neuroscience**  
**PSYO4120 (CRN - 12756) Topics in Clinical Psychology (Neurodevelopmental Disorders)**  
**2024/2025 Fall**

*Dalhousie University acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.*

*Dalhousie University also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.*

**Course Instructor:** Dr. Penny Corkum; **E-Mail:** penny.corkum@dal.ca

**Graduate Student:** Alzena Ilie; **E-Mail:** alzenailie@dal.ca

**Course Time/Location:** Tuesdays 2:35-5:25pm/LSC C212 (or virtual through MS Teams)

**Office Hours:** email to schedule a meeting

#### **Course Description**

This course focuses on neurodevelopmental disorders (NDDs) and covers diagnostic information, assessment, and treatment. It also considers diversity factors and how these impact the presentation of the NDD. The course takes a developmental psychopathology lens to understanding NDDs. We will cover all six NDD groupings included in the DSM-V-TR (intellectual developmental disorder, communication disorders, autism spectrum disorder, attention-deficit/hyperactivity disorder, specific learning disorder, neurodevelopmental motor disorders).

*Prerequisites: Honours student in Psychology or Neuroscience; PSYO3129. Course Exclusions: N/A*

#### **Learning Objectives**

By the end of the course, you should be able to:

- Describe what NDDs are and why a developmental psychopathology lens is the best way to understand these disorders
- Appreciate the importance of neurodiversity and neurodiversity-affirming assessment and treatment for NDDs
- Explain the diagnostic criteria for each NDD along with associated features, comorbidities, and describe the importance of differential diagnosis for NDD diagnoses
- Describe evidence-based assessment for each NDD
- Discuss current knowledge about the impact of NDDs on development of the child, as well as the impact it has on others
- Understand the etiology, prevalence, and developmental course for each NDD and what impacts these factors (i.e., risk and resiliency)
- Describe how diversity factors (e.g., sex, gender, culture, race/religion, SES, age) can impact the presentation and prognosis of NDDs
- Describe evidence-based treatment for each NDD and the myths and misconceptions related to this for each NDD



### **Course Structure**

*Course Delivery:* This is an in-person course; however, there may be classes that will be held virtually and if so, students will be given at least 24 hours' notice and the class will be held on MS Teams at the regularly scheduled time. This will be communicated via email using students' Dal email addresses. Please check your email for these communications. For any virtual class, students will require a mic and camera on the computer that they use to access MS Teams. The classes will not be recorded for in-person or virtual classes. Given that the instructor has a hearing impairment, students may be asked to wear a mic when presenting. Please try to speak loudly and clearly when presenting and discussing in class.

### **Course Material**

There are no textbooks required for this class; however, students will need to access the online DSM-5 at <https://dal.ca.libguides.com/psychiatryonline> to use as a resource. Students will also need to access relevant research literature through Dalhousie University's library databases at <https://libraries.dal.ca/>

We will be using Microsoft Teams for this course to store and share documents, meet for virtual classes (if needed), and to have meetings with the course instructor.

### **Student Resources**

The last 2 pages of this course syllabus provides a list of student resources. If you require support for the course technology (Teams) you can contact Academic Technology Services (ATS) at [intech@dal.ca](mailto:intech@dal.ca). For assistance with other university technologies, like your email, contact Information Technology Services (ITS) at [support@dal.ca](mailto:support@dal.ca)

### **Class Expectations/Conduct**

Fourth year undergraduate students completing an honours degree in the department of psychology and neuroscience are welcome to take this course. It is expected that students will possess sound foundational knowledge relating to the science of human behaviour, development, and psychopathology. The course will include a combination of lectures, in-class discussion, activities, and student-led presentations. Students are expected to participate actively in all aspects of the course. Students should come to class prepared (e.g., completing all readings, watching pre-recorded videos). Links to course readings and other materials will be available on MS Teams.

Please be aware that this is a class that allows for open discussion regarding potentially difficult topics. Students are expected to be respectful of everyone's opinion/feelings and to behave in an appropriate manner across all aspects of the course. Lively discussion and conflicting opinions are welcome and encouraged, but personal attacks, disrespectful comments, and any identity slurs, based on, for example, gender, race, ability, or religion will not be tolerated.

If you find you are troubled by material while taking this course, please see the instructor. If you find that you need support or counseling, please pursue external support by seeking out a supportive friend, counselor, and/or a social service. Students may access Dalhousie Student Health & Wellness Centre: [https://www.dal.ca/campus\\_life/health-and-wellness/services-support/student-health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html)



Conversion of numerical grades to final letter grades follows the [Dalhousie Grade Scale](#)

A+ (90-100)	B+ (77-79)	C+ (65-69)	D (50-54)
A (85-89)	B (73-76)	C (60-64)	F (0-49)
A- (80-84)	B- (70-72)	C- (55-59)	

#### Concern re: mark/grade

If you have a concern with a grade, please document your concern(s) in writing (via email) and submit to Dr. Corkum. A meeting (in-person or virtual) will be scheduled to address your concerns. All concerns must be raised within two weeks of the time when the mark is provided by the course instructor. It is the student's responsibility to check for accuracy in the recording of marks.

#### Course Policies on Missed or Late Academic Requirements

This course was designed based on the principles of universal design, which builds in consideration for variation in learning styles through flexibility, variability, accessibility, and reduction of unnecessary effort and stress. For example, there is limited required readings, no exams, flexibility in choosing dates for presenting, lengthy times to prepare presentations, varied approaches to evaluation, etc. Universal design reduces, although may not eliminate, the need for accommodations. If additional accommodations are needed, please discuss these with the course instructor. Once presentation dates are selected, it is not possible to be flexible with these timelines, as the course implementation requires that these are adhered to. As such, there will be a reduction in grades for being late with positing videos. One point will be deducted for each day late (i.e., if the assignment is worth 10 points, then handing it in one day late would mean that the maximum score would be 9 points). The discussion sessions need to happen at the time specified and a grade of zero will be given if the student is not in class for this session. In all cases where additional accommodations are needed, students are required to provide appropriate documentation (Student Declaration Form).

#### Course Policies related to Academic Integrity

Many of the evaluation components are completed in pairs and as such it is expected that students will collaborate with their peer partner and that both students contribute equally to the work presented. Given the nature of the evaluation components for this class, there is no need for the instructor to use plagiarism software, and it would not be possible for students to use generative AI and large language models (e.g., ChatGPT).



## EVALUATION COMPONENTS

### 1) Participation (20%)

Classroom Participation (10%): Students are expected to be active contributors to their own learning and to the learning of their peers. This will require students to attend all classes, and to come to class prepared by a careful and critical review of course materials (as provided by instructor and/or student presenters). They will do this by sharing their thoughts, opinions, and questions during class discussions and activities. Students will be graded based on the quality of the questions they ask during class discussions. An excellent question will demonstrate that they had reviewed the presentations and readings and have thought critically about the information shared in order to ask a question that would stimulate a good discussion. Students can miss one class without penalty. Any additional classes missed will result in a reduction of 1 participation point.

Watching Videos and Completing Reading (10%): Student will prepare short videos for 4 topics for each of the 7 NDDs. Each video is no more than 10 minutes, so for each of the 6 topic classes, students will have about one hour of videos to watch prior to four of the classes. Analytics will be used to determine if students watched these videos. One point will be taken off for each video not watched prior to class. Students will also have access to key articles for each topic. They should review these articles to expand their knowledge on the topic and help contribute to the questions they ask.

### 2) Brief presentations and discussions on NDDs (20%)

Students will be in pairs based on the NDD they choose to focus on for the term. For 4 of the classes, students will prepare and record a brief presentation on the topic as it relates to the NDD they are focused on. The student pairs will divide the 4 presentations, so that each student presents 2 times. The presentations are between 5 and 10 minutes in length (absolutely no more than 10 min) and should focus on the topic for the class. No more than 10 PowerPoint slides should be used for each presentation. A one-page word document should be included that lists all resources used to prepare the presentation. Also, one highly relevant and current article should be uploaded (systematic reviews and meta-analyses from the past 5 years are preferred).

The presentations should be recorded and uploaded to the class MS Teams channel along with the PowerPoint slides and the article **AT LEAST 8 DAYS PRIOR** to the class. All students should watch all presentations **PRIOR** to class and come to class with some questions/discussion items. Files should be labelled using a standard naming system: ADHD\_Presentation#1\_Symptoms. During class, each NDD group will have 15 minutes for discussion about the topic. This 15-minute discussion should start with the presenter providing a couple minute summary of some of the most interesting things they learned preparing the presentation. Then the Q&A should be open to the other students. The presenter should take a lead in fielding the questions, but the other member of the NDD group can help answer these questions as well. At the end of the Q&A, Dr. Corkum will provide her input to clarify any information, correct any errors, raise important issues for further consideration, and/or expand on the information discussed.

**Commented [PC1]**: Heard back from everyone except Frank and Jessica with update to schedule for presentations



### **3) Case formulation (20%)**

During class, a comprehensive assessment case will be shared. The child's performance on standardized tests of intelligence, memory, visual-motor integration, and achievement will be presented via video and the scored protocols will be shared. A diagnostic interview with the child's parents and teacher will also be shared. Students will use this information to develop a case formulation. The case formulation will include identification of the contributing factors from a biopsychosocial perspective as well as a 3P (predisposing, precipitating, and perpetuating) perspective. The case analyses should also identify the risk and resiliency factors, and discuss the case from a diathesis stress framework. Using all assessment information, the case formulation should identify the top 5 potential diagnoses and why each was ruled in or ruled out (differential diagnoses) and conclude with the primary diagnosis (and rationale for why this was selected as the primary diagnoses) and any comorbid diagnoses. A treatment plan should be presented with the top 5 recommendations for treatment considering both the home and school setting. The Stages of Change model should be considered when selecting the recommended interventions and should also include the logic of why the recommendations were made and how this model influenced your decisions.

### **3) Case study presentation (20%)**

In this course, students will learn about diagnostic assessments for specific NDDs. Each NDD group will use this information as well as all the information learned from topic presentations and discussions to create a case study and present this to the class. The case study should include the following information: age/grade and any other relevant demographic information, referral information and question, family and school history, psychoeducational assessment results, and diagnostic assessment results. The case study will be presented in class and the other students will need to determine what the diagnoses (differentials, primary, comorbidities), what are the biopsychosocial contributing factors and risk and resiliency factors, and what would be a good treatment plan for this case. After class discussion, the presenters will share their diagnostic formulation, biopsychosocial contributing factors and risk and resiliency factors, and recommended treatment plan. Each NDD group will have 40 minutes to present and facilitate discussion about diagnoses and treatment for their case. It is recommended that the case presentation be about 20-25 minutes and discussion for 15-20 minutes.

### **4) Treatment Resource Materials (20%)**

Students, in pairs, will prepare resource materials on the NDD that they are focused on. Students will work with Alzena Ilie, PhD student in Clinical Psychology, who will lead them through this process. Alzena will present to the class on Sept 10 about evidence-based treatment. At this time, she will share the process that will be used to develop these resource materials and the details about evaluation. Students will have approximately one-and-a-half months to develop the resources, which will include a round of feedback from Alzena. These resources will be shared in class on Nov 5. Each pair of students will have 15 min to present their resource materials. This should include a 15 min presentation and 10 min for Q&A. These should also be posted on MS Teams and further discussion can occur online. If consent is provided by students, these resources may be shared with parents and teachers through our Corkum LABS virtual hub.

## Course Content

Week	Date	Topic/Content	Learning Activities*
*Classes are 170 min, minus a 10 min break = 160 min of "class time"			
1	Sept 3	<ul style="list-style-type: none"> <li>- Introductions &amp; syllabus review</li> <li>- Course administration</li> <li>- Introduction to neurodevelopmental disorders (NDD)</li> <li>- Developmental psychopathology perspective</li> <li>- Neurodiversity</li> <li>- Orientation to the DSM-5 and evidence-based assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> </ul>
2	Sept 10	<ul style="list-style-type: none"> <li>- 2:30-3:30 – A parent’s perspective on raising a child with NDDs (Jenny Tyler)</li> <li>- 3:30-4:30 - A psychologist’s perspective on supporting students with NDDs in schools, home, and community (Kelly Humphries)</li> <li>- 4:30-5:30 - Evidence-based treatment and knowledge mobilization; Treatment assignment description &amp; planning (Alzena)</li> </ul>	<ul style="list-style-type: none"> <li>- Guest presenters</li> <li>- Lecture</li> <li>- Discussion</li> </ul>
3	Sept 17 Topic #1	<ul style="list-style-type: none"> <li>- Symptoms including diagnostic criteria (“Core symptoms”); associated symptoms (e.g., sleep, behaviour, learning); and comorbidities – physical (e.g., seizure disorders, motor disorders) and mental health (e.g., anxiety, depression) disorders</li> </ul>	<ul style="list-style-type: none"> <li>- Course administration (8 min)</li> <li>- History of IDD (5 min Q&amp;A, 2 min instructor comments)</li> <li>- Topic #1 Discussions (132 min total; 22 min per NDD grouping: 2 min overview of key learnings, 15 min Q&amp;A, 5 min instructor comments)</li> <li>- Discussion re: transdiagnostic and developmental psychopathology perspectives (15 min)</li> </ul>
4	Sept 24 Topic #2	<ul style="list-style-type: none"> <li>- Prevalence</li> <li>- Etiology</li> <li>- Developmental course and outcome (risk and prognostic factors, resiliency factors)</li> </ul>	<ul style="list-style-type: none"> <li>- Course administration (8 min)</li> <li>- History of CommD (5 min Q&amp;A, 2 min instructor comments)</li> <li>- Topic #2 Discussions (132 min total; 22 min per NDD grouping: 2 min overview of key learnings, 15 min Q&amp;A, 5 min instructor comments)</li> <li>- Discussion re: transdiagnostic and developmental psychopathology perspectives (15 min)</li> </ul>

5	Oct 1	<ul style="list-style-type: none"> <li>- Evidence-Based Assessment</li> <li>- Psycho-educational assessments</li> <li>- Standardized testing</li> <li>- Testing Observations</li> </ul>	<ul style="list-style-type: none"> <li>- Course administration (8 min)</li> <li>- Case overview</li> <li>- Reason for referral</li> <li>- Standardized testing (WISC, VMI, WRAML, WIAT)</li> </ul>
6	Oct 8	<ul style="list-style-type: none"> <li>- Evidence-Based Assessment</li> <li>- Diagnostic interviewing</li> <li>- Best practice assessment guidelines</li> </ul>	<ul style="list-style-type: none"> <li>- Course administration (8 min)</li> <li>- History of ASD (5 min Q&amp;A, 2 min instructor comments)</li> <li>- Parent &amp; Teacher Diagnostic Interviews</li> </ul>
7	Oct 15	<ul style="list-style-type: none"> <li>- Evidence-Based Assessment</li> <li>- Specific diagnostic measures used in the diagnoses of NDDs</li> </ul>	<ul style="list-style-type: none"> <li>- Course administration (8 min)</li> <li>- History of ADHD (5 min Q&amp;A, 2 min instructor comments)</li> <li>- Other assessment tools used in the diagnosis of NDDs</li> </ul>
8	Oct 22 Topic #3	<ul style="list-style-type: none"> <li>- Impact on the child (focus on developmental domains - cognitive, language, social-emotional, physical), others (e.g., family, siblings, teachers), and economic impact</li> </ul>	<ul style="list-style-type: none"> <li>- Course administration (8 min)</li> <li>- History of SLD (5 min Q&amp;A, 2 min instructor comments)</li> <li>- Topic #2 Discussions (132 min total; 22 min per NDD grouping: 2 min overview of key learnings, 15 min Q&amp;A, 5 min instructor comments) Discussion re: transdiagnostic and developmental psychopathology perspectives (15 min)</li> </ul>
9	Oct 29 Topic #4	<ul style="list-style-type: none"> <li>- Impact of diversity factors (e.g., sex, gender, culture, race/ethnicity, religion, SES, age) on diagnosis and treatment</li> </ul>	<ul style="list-style-type: none"> <li>- Course administration (8 min)</li> <li>- History of MotorD (5 min Q&amp;A, 2 min instructor comments)</li> <li>- Topic #2 Discussions (132 min total; 22 min per NDD grouping: 2 min overview of key learnings, 15 min Q&amp;A, 5 min instructor comments) Discussion re: transdiagnostic and developmental psychopathology perspectives (15 min)</li> </ul>
10	Nov 5	<ul style="list-style-type: none"> <li>- Evidence-based Treatment of NDDs</li> </ul>	<ul style="list-style-type: none"> <li>- Student presentation of treatment resources</li> </ul>



11	Nov 12	Fall Study Break	
12	Nov 19	- Case Studies (4)	- Students case study presentations
13	Nov 26	- Case studies (3) - Course wrap-up	- Students case study presentations - Discussion re: course





## Section B: University Policies and Statements

*This course is governed by the academic rules and regulations set forth in the University Calendar and by Senate, as described below.*

### Recognition of Mi'kmaq Territory

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit or e-mail the Indigenous Student Centre at 1321 Edward St or [elders@dal.ca](mailto:elders@dal.ca). Additional information regarding the Indigenous Student Centre can be found at: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)

### Internationalization

At Dalhousie, 'thinking and acting globally' enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders." Additional internationalization information can be found at: <https://www.dal.ca/about-dal/internationalization.html>

### Academic Integrity

At Dalhousie University, we are guided in all our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. Additional academic integrity information can be found at: [https://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

### Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion, please contact the Student Accessibility Centre ([https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)) for all courses offered by Dalhousie with the exception of Truro. For courses offered by the Faculty of Agriculture, please contact the Student Success Centre in Truro (<https://www.dal.ca/about-dal/agricultural-campus/student-success-centre.html>)

### Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

### Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). Additional diversity and inclusion information can be found at: <http://www.dal.ca/cultureofrespect.html>

### Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner - perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. The full Code of Student Conduct can be found at: [https://www.dal.ca/dept/university\\_secretariat/policies/student-life/code-of-student-conduct.html](https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)



### **Fair Dealing Policy**

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie. Additional information regarding the Fair Dealing Policy can be found at:

[https://www.dal.ca/dept/university\\_secretariat/policies/academic/fair-dealing-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/fair-dealing-policy-.html)

### **Originality Checking Software**

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the Student Submission of Assignments and Use of Originality Checking Software Policy. Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method. Additional information regarding Originality Checking Software can be found at: <https://www.dal.ca/about/leadership-governance/academic-integrity/faculty-resources/ouriginal-plagiarism-detection.html>

### **Student Use of Course Materials**

Course materials are designed for use as part of this course at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.



## Section C: Student Resources and Support

### University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates): [http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- Classroom Recording Protocol: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html)
- Dalhousie Grading Practices Policies: [https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Grade Appeal Process: [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/appealing-a-grade.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html)
- Sexualized Violence Policy: [https://www.dal.ca/dept/university\\_secretariat/policies/health-and-safety/sexualized-violence-policy.html](https://www.dal.ca/dept/university_secretariat/policies/health-and-safety/sexualized-violence-policy.html)
- Scent-Free Program: <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

### Learning and Support Resources

- General Academic Support – Advising (Halifax): [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)
- General Academic Support – Advising (Truro): <https://www.dal.ca/about-dal/agricultural-campus/ssc/academic-support/advising.html>
- Student Health & Wellness Centre: [https://www.dal.ca/campus\\_life/health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness.html)
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond): [https://www.dal.ca/campus\\_life/academic-support/On-track.html](https://www.dal.ca/campus_life/academic-support/On-track.html)
- Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)
- Indigenous Connection: <https://www.dal.ca/about-dal/indigenous-connection.html>
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the office in the Indigenous Student Centre or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803: <https://cdn.dal.ca/content/dam/dalhousie/pdf/academics/UG/indigenous-studies/Elder-Protocol-July2018.pdf>
- Black Student Advising Centre: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- International Centre: [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)
- LGBTQ2SIA+ Collaborative: <https://www.dal.ca/dept/vpei/edia/education/community-specific-spaces/LGBTQ2SIA-collaborative.html>
- Dalhousie Libraries: <http://libraries.dal.ca/>
- Copyright Office: <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Services: <https://www.dsu.ca/dsas?rq=student%20advocacy>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Human Rights and Equity Services: <https://www.dal.ca/dept/hres.html>
- Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Study Skills/Tutoring: [http://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)
- Faculty of Science Advising Support: <https://www.dal.ca/faculty/science/current-students/undergrad-students/degree-planning.html>

### Safety

- Biosafety: <http://www.dal.ca/dept/safety/programs-services/biosafety.html>
- Chemical Safety: <https://www.dal.ca/dept/safety/programs-services/chemical-safety.html>
- Radiation Safety: <http://www.dal.ca/dept/safety/programs-services/radiation-safety.html>
- Laser Safety: <https://www.dal.ca/dept/safety/programs-services/radiation-safety/laser-safety.html>