

PSYC 260 A01 – Course Syllabus



COURSE TITLE: PSYC 260: Introduction to Mental Health and Well-Being
CLASS SECTION: A01

CRN: 31352

TERM: Summer (June 5-27) 2025

MEETING TIMES:

UNITS: 1.5

DELIVERY MODE(S): Face-to-face

We acknowledge and respect the Ləkʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.
 Learn more about UVic's [Territorial Acknowledgement](#).

For COVID-19 information please visit <https://www.uvic.ca/covid19/index.php>

INSTRUCTOR DETAILS



NAME: Carrie Kobelsky (she/her), MSc.

OFFICE:

EMAIL:

OFFICE HOURS:

WEBSITE: <https://bright.uvic.ca/d2l/home/412730> (our Brightspace site)

- To access Brightspace type bright.uvic.ca in address bar (Chrome or Firefox)
- Log in with Netlink ID and password, click on PSYC 260 A01

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. I am committed to identifying and removing institutional and social barriers that prevent access and impede success.

TEACHING ASSISTANT DETAILS

NAME: Sean Morgan (he/him), PhD student

EMAIL:

OFFICE:

OFFICE HOURS:

COURSE DESCRIPTION & LEARNING OUTCOMES

Welcome to *Mental Health and Well-Being*! This survey course provides an overview of concepts, theories, and the state of research in areas of psychopathology and therapeutic methods from a (primarily) North American Perspective.

We will look at many of the psychological disorders discussed in the *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition* (DSM-5). We will discuss the diagnostic criteria and typical clinical presentations of these disorders, theories that explain why they develop and persist, and evidence-based treatments that are available. We will also use case examples to help understand the complexity of the psychological disorders that are covered.

Learning Outcomes

After completing this course, you will be able to:

- *Recognize* what it means for behaviour to be considered “abnormal” or “disordered”, and *consider* how we define “psychological health”
- *Identify* and *distinguish* diagnostic features of different psychological disorders and the diagnostic system of the American Psychiatric Association (DSM-5)
- *Identify* and *discuss* some of the biological, psychological, and social factors that may contribute to the expression and course of mental disorder vs. health
- *Identify* and *differentiate* therapies used for different psychological disorders and their effectiveness
- *Develop* and *appraise* empathy for the impact that psychological disorders have on patients and the stigma associated with these disorders
- *Examine* some of the unresolved issues relating to our understanding of mental health and wellbeing, and what we can do to address these areas with future research and policy decisions

PREREQUISITE(S):

- Complete all of:
 - [PSYC100A](#) - Introductory Psychology I (1.5)
 - [PSYC100B](#) - Introductory Psychology II (1.5)

NOTE(S):

Credit will be granted for only one of PSYC 260, PSYC 360, PSYC 430.

SENSITIVE CONTENT:

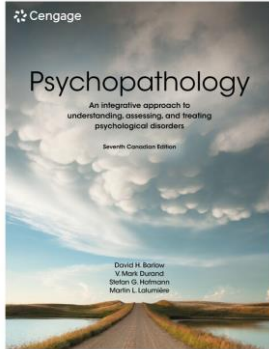
Some course content will include topics that some students may find offensive and/or difficult to learn about. Each student is different and as such, I cannot provide a “trigger warning” for all the sensitive topics in this course. Please ensure that you consider the topics to be discussed and determine if you have the emotional capacity and tolerance to engage in this course at the present time. I will not provide alternative assignments or readings as I aim to provide a comprehensive survey of mental health and wellbeing topics to meet the learning objectives set out for this course. Resources for support and wellbeing are provided at the end of the syllabus.

A NOTE ABOUT CONDENSED COURSES:

Due to the condensed nature of the course, there will be no extensions on assignments.

Please note that the course will be intensive, we will be covering the content in about a quarter of the time of full-length terms. As such, we will cover multiple chapters per week alongside course assignments and hopefully eating and sleeping. 😊 Please plan your time accordingly. Be prepared to attend class regularly (you MUST be present for at least two of the case studies) unless you are ill or there are other extenuating circumstances. Resources for support and wellbeing are provided at the end of the syllabus.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION



(a) Textbook (required)

Barlow, D. H., Durand, V. M., Hoffman, S. G., & Lalumière, M. L. (2023). *Psychopathology: An Integrative Approach to Understanding, Assessing, and Treating Psychological Disorders*. 7th Canadian Edition. Cengage.

You can purchase a physical copy or digital copy of this text through the UVic bookstore at: <https://www.uvicbookstore.ca/text/>.

(b) Mindtap (required)

In this course, we will be exploring topics in mental health and well-being by completing activities and quizzes understand class concepts. Completing these activities is a requirement of the course. You can find our MindTap website at: <https://student.cengage.com/course-link/MTPN8L35RKMP>

(c) Course Readings (required)

Additional course readings may be provided in PDF format on Brightspace for some topics.

(d) Supplementary materials (optional)

Optional course materials may be uploaded to Brightspace for some topics.

Course Website

All course materials, including summary notes, supplementary materials, quizzes, and assignments will be available through Brightspace (<https://bright.uvic.ca>). This site will be your guide on what needs to get done each week. The course outline, online quizzes, and other material will be posted on the course website. You can sign into Brightspace using your NetLink ID.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Be sure to check Brightspace for all due dates.

WEEK	DATES	ASSIGNMENTS/DEADLINES	CHAPTERS
1	Jun 5 Jun 6		Welcome Ch. 1 History of Abnormal Behaviour Ch. 2 Integrative Approach to Psychopathology
2	Jun 9 Jun 10 Jun 11 Jun 12 Jun 13	Mindtap Activities Chs. 1-2, 5-6 Due Jun 12 by 10pm Case Study #1: Due in-class Jun 13	Ch. 5 Anxiety Ch. 6 Preoccupation/Obsessions Ch. 7 Trauma
3	Jun 16 Jun 17 Jun 18 Jun 19 Jun 20	Mindtap Activities Chs. 7-9 Due Jun 19 by 10pm Case Study #2: Due in-class Jun 20	Ch. 8 Mood Ch. 9 Eating Disorders Gender Dysphoria
4	Jun 23 Jun 24 Jun 25 Jun 26 Jun 27	Debunking Misinformation Assignment Due by 10pm Mindtap Activities Chs. 12-14 Due Jun 26 by 10pm Case Study #3: Due in-class Jun 27	Ch. 12 Substance Use and Impulse Control Ch. 13 Personality Ch. 14 Psychosis

Last day to drop course with 100% fee reduction: Jun 7th

Last day to drop course with 50% fee reduction: Jun 13th

Last day for withdraw without penalty of failure: Jun 19th

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed at <https://www.uvic.ca/accessible-learning/students/exams/index.php>

EVALUATION OF LEARNING

DESCRIPTION	Due Date	WEIGHTING
In-Class Assignments	Ongoing	9%
Case Studies	Jun 13, 20, 27	51%
Debunking Misinformation Assignment	Jun 25	20%
MindTap Activities	Jun 12, 19, 26	20%
Bonus Research Participation (or paper)	Jun 27	+2%
If you are concerned about a grade you have received for an evaluation, please arrange a meeting with the TA or Carrie as soon as possible.		TOTAL 100% +2%

BREAKDOWN OF STUDENT ASSESSMENT

In-Class Assignments = 9% of final grade

***NOTE: You must complete at least 70% of the in-class assignments; failure to do so means you have not completed a major course requirement and will receive an N mark (failure due to not completing a course requirement) for the course.**

To promote active learning and engagement in class, we will do low stakes writing and other activities that will be graded as full, half, or no marks. There will be *at least* one activity per class; full marks on 90% of the questions will equal the full 9%. That is, you may miss or receive partial marks on up to 10% of the in-class questions and still receive full points in this area. Answers submitted as part of the assignments must demonstrate original thinking and genuine reflection to receive full points; simply submitting your name will not qualify as a response. Please note that due to the condensed nature of the course, **there are no opportunities to make up for these points**. Additional information will be provided in class and on Brightspace.

Case Studies (3x17%) = 51% of final grade

***NOTE: You must complete at least two of the case studies; failure to do so means you have not completed a major course requirement and will receive an N mark (failure due to not completing a course requirement) for the course.**

There are no exams in this course. Instead, we will complete group activities on case studies. Case studies will require you to think critically about the course materials to integrate information from the course and the textbook in a concise manner. Working in assigned groups of 3-4 students, you will be asked to write brief statements regarding your diagnostic impressions and treatment recommendations for the case. Case studies materials will be completed in class with all materials supplied. These exercises will be **closed book**, meaning that students will only access the materials provided by the instructor. Class time will be provided on three Friday sessions to complete the assignments. Grades on the case studies will be a combination of the in-class work and evaluation from the group members. Please note that **no makeup case studies will be provided**. Additional information will be provided in class and on Brightspace.

Debunking Misinformation Assignment = 20% of final grade

Students will briefly debunk misinformation on psychological disorders and their treatment in a written assignment. The purpose of the assignment is to develop critical thinking and media literacy by identifying and analyzing misinformation about psychological disorders and treatments found on social media or the internet and refuting them using evidence-based psychological research. Additional information can be found in the Assignments area of Brightspace. The due date for this assignment is Wednesday, June 25th. Late assignments will receive -5% per 12 hours late.

MindTap Activities = 20% of final grade

Throughout the term, MindTap activities and quizzes will provide active engagement with the material and help you stay current with the readings. There are three main deadlines corresponding with specific chapters; please check MindTap for the specific deadlines associated with each item. Note that you must complete all 10 chapter quizzes and all 10 case studies. Each item is worth 1% towards your final mark.

BONUS Research Participation or Paper = +2% Bonus***Research Participation***

Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.25 credit with 2 credits required for a 2% increase in your final grade. Thus, two hours of participation would earn the full 2% extra credit.

For details on participating in research studies, go to the Department of Psychology web site (<http://web.uvic.ca/psyc>), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (**PSYC 260 A01**) no later than the last day of class (Jun 27th), otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason but still wish to have the opportunity to earn the extra 2%, you may contact me no later than June 13th to arrange for an alternative option involving a written article review (see below).

Article Review

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing a review (2 pages double spaced) of a journal article reporting original research relevant to one of the topics we cover in this course. **Journal articles must be from 2023 or newer, older articles will not be accepted.** The review will be worth 2% of the extra credit and only one review will be accepted. Please email me by June 13th if you wish to choose this option and include your chosen research article so that I can approve it. **NOTE:** The same journal article must **NOT** be used for any other assignments in this course. You will **NOT** receive any extra credit if the same article is used for another assignment. To receive credit, you must follow these guidelines:

- Completed reviews must be submitted to me via email (kobelsky@uvic.ca) no later than 8:00pm on the last day of class (June 27th). Late submissions will NOT be accepted under ANY circumstances.
- Reviews must be typed and be formatted in APA style.
- Fully identify the title, author(s), source, and year of the article. The article must be included as a stable link in your References section.
- Clearly summarize the psychological concepts in the article, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article.

You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

COURSE GUIDELINES & EXPECTATIONS

Part of my role in this course is ensuring that students are succeeding! If you have questions about the course material, please ask me during class, contact me via email, or arrange for a one-on-one meeting (in person or via Zoom).

What Students can Expect from Me

I am available to help: I am available to help via e-mail and during office hours. For e-mail, please include “PSYC 260: [brief description of your email]” in your subject heading and **before you compose your e-mail, check the course syllabus, notes, with your classmates, and on Brightspace for the answer to your question.**

Please attend office hours for your more detailed or complicated questions. I will be available during office hours to discuss your grades, understanding of the material, or discuss more generally your interest in Psychology. **Remember: It is better to contact me earlier in the term rather than later if you are struggling so we can work on an education plan together.**

***NOTE:** Please DO NOT email me through Brightspace, as emails do not always make it to my inbox.

I will upload summary notes/slides and supplementary material on Brightspace. Summary notes and course slides that cover core concepts from the textbook will be uploaded. Supplementary material, which is designed to provide more in-depth examples and information related to core concepts, will also be uploaded. Materials will be released on a per-chapter basis.

We will give and receive feedback. The TA and I will provide feedback (typically through grading rubrics), and we are happy to meet with you during office hours to discuss the feedback. We’re also open to receiving constructive feedback about your experiences within the course.

What I Expect from Students

Psychology is a scientific discipline, and as such it requires considerable thought and time to develop an understanding of psychological research and principles. I expect students to complete the assigned readings, to attend and engage in office hours when needed, and to spend time each week working to understand the course material.

Conduct yourself appropriately. You should listen to and interact with others in a respectful manner. We are all very diverse and have different values, beliefs, and opinions. Please maintain an open mind to these differences. You may argue with others who hold opinions different from your own, but you must always remain respectful.

Given the prevalence of psychological disorders, you may find that this course has personal relevance to you. While personal connection and examples can make content more meaningful, and contribute to retaining that information, please consider carefully what and when you share during class. Remember, this is a large classroom environment and while we strive to provide a safe, inclusive classroom, we

cannot guarantee that what you share will remain private or that others will respond in a sensitive and understanding way.

If you have thoughts or questions about course content that stem from your own experiences, we encourage you to consider sharing these in such a way that you do not specifically disclose personal experiences. This can be done by phrasing your statements/questions so that they are not referring to a specific person. For example, “*because my aunt has Alzheimer’s disease, I’m wondering ...*” could instead be asked as, “*it seems like a lot of people might get Alzheimer’s disease when they get older, I’m wondering ...*”. Also, please remember that **psychological processes are complex**, and that **one person’s individual experience may not reflect general trends or common symptoms**.

Provide constructive feedback. We are always looking for ways to improve the course to facilitate learning. You are highly encouraged to provide constructive feedback about your experiences in the course. Please see us in office hours to discuss your concerns or suggestions.

Student Experience of Learning (SEL)

I appreciate your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The SEL (formerly CES) provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). You can complete SEL CES at a time of your choice during the last two days of classes.

Attend office hours regularly. Attending office hours regularly will help to increase your understanding of the material will provide you with opportunities to engage with and discuss the material with the instructor and your classmates. Bring your questions and ask for clarification or bring examples that illustrate some of the concepts that were helpful to you (this could be a video, article, or your own knowledge).

Let us know if there are any special circumstances. We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please contact the Centre for Accessible Learning (formerly RCSD),

<https://www.uvic.ca/services/cal/online-services/register/index.php>

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

SUPPORTING AN EFFECTIVE LEARNING ENVIRONMENT

Please read through the course outline carefully. It contains a lot of useful information and likely answers a lot of questions related to what is expected for this course. If you still have questions or any other concerns about this course, please approach us as soon as possible! We are happy to assist you wherever possible and we want all students in this course to feel supported. For any concerns that are urgent or of a sensitive nature please contact us via email and we can arrange a meeting which is most comfortable for you (email, text-chat, audio call, or video conference). If sending an email, remember to please include “PSYC 260” along with other relevant information in the subject line to prevent emails from being accidentally sent to an incorrect folder. We will respond as promptly as possible, **if you do not hear from us within 24 hours, please send a gentle reminder email.**

RESPECT FOR DIVERSITY

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so we can make arrangements for you.

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021

Email: svpcoordinator@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. There may be dates or topics that change based on the needs of the course. If this occurs, the instructor will communicate these changes in a timely manner to students through the appropriate channels (e.g., class announcements, posted to Brightspace).

Copyright Statement: All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300).

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Summer Session 2025

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©.

¹ Syllabi belong to the department through which the course is administered.

Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Spring 2025.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The **Office of the Ombudsperson** is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites **ARE NOT** exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- Request an in-course extension**
 If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the [“In-Course Extension Form”](#) and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- What to do if you miss the final exam scheduled during the formal exam period**
 Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- What to do if you require additional time to complete course requirements beyond the normal term.**
 Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students’ Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates**Summer session – (May – August)**

Wednesday, May 7 th	May – August (Term 1) courses begin for all faculties
Monday, May 12 th	May (Term 4) and May-June (Term 2) courses begin
Monday, May 19 th	University Closed (Victoria Day)
Saturday, May 31 st	Fee deadlines for summer
Wednesday, June 4 th	May (Term 4) Courses End
Thursday, June 5 th	June (Term 5) Courses Begin
Monday, June 9 th	First registration date for Winter Session 2025/2026
Friday, June 27 th	May-June (Term 2) and June (Term 5) Courses End
Monday, June 30 th	Reading Break May-August (Term 1) sections only (except Law)
Tuesday, July 1 st	University Closed (Canada Day)
Tuesday, July 1 st	Reading Break May-August (Term 1) sections only (except Law)
Thursday, July 3 rd	July (Term 6) and July-August (Term 3) courses begin
Friday, July 25 th	July (Term 6) courses end
Monday, July 28 th	August (Term 7) courses begin
Friday, August 1 st	May-August (Term 1) classes end for all faculties
Monday, August 4 th	University Closed (British Columbia Day)
Tuesday, August 5 th	May-August (Term 1) examinations begin for all faculties
Saturday, August 16 th	May-August (Term 1) examinations end for all faculties
Wednesday, August 20 th	July-August (Term 3) and August (Term 7) courses end

Add and drop dates for standard 2024-2025 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
1	May 7	Aug 1	May 19	May 22	Jun 8	Jul 2
2	May 12	Jun 27	May 18	May 19	May 29	Jun 11
3	Jul 3	Aug 20	Jul 9	Jul 10	Jul 21	Aug 3
4	May 12	Jun 4	May 15	May 15	May 20	May 27
5	Jun 5	Jun 27	Jun 7	Jun 7	Jun 13	Jun 19
6	Jul 3	Jul 25	Jul 5	Jul 5	Jul 11	Jul 17
7	Jul 28	Aug 20	Jul 31	Jul 31	Aug 5	Aug 12



BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>