



PSYC 351B – Human Neuropsychology

Summer 2025 | CRN: 31372

MTWThF 12:30pm – 2:20pm | Location: See Brightspace

Instructor: Dr. Jhotisha Mugon

Office: See Brightspace

Email (preferred): See Brightspace

Office hours: See Brightspace

Teaching Assistant: See Brightspace

Office: See Brightspace

Email: See Brightspace

Office hours: See Brightspace

Course Description:

Welcome to summer PSYC 351B: Human Neuropsychology sprint! This course will explore how brain damage can affect various cognitive, behavioural, and affective processes. After a brief review of neuroanatomy and physiology we will discuss a variety of diseases studied by neuropsychologists and examine the effects of brain damage in humans on specific cognitive, perceptual, affective, and motor functions. We will cover a number of different clinical conditions including Alzheimer's disease, amnesia, stroke, agnosia, and aphasia.

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Prerequisites: The pre-requisites for this course are PSYC 251 and 201. *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. Information about meeting course prerequisites can be found at <https://www.uvic.ca/calendar/future/undergrad/index.php#/programs?searchTerm=psycho>. If your questions are not answered there, I recommend contacting The Associate Chair of Psychology – Dr. Louise Chim.

Note: This course is worth 1.5 units and is an in-person course. Students are responsible for checking their registration status and adhering to the add and drop deadlines.



Course learning outcomes:

By the end of this course, you will:

- Discuss how different research methodologies provide insight into neuropsychological conditions and cognitive functions.
- Describe how neurological patients testing contribute to our understanding of brain asymmetries.
- Highlight disorders and functions associated with the occipital, parietal, temporal and frontal lobe.
- Describe inter and intra hemispheric disconnection and their associated behavioural symptoms.
- Identify and describe the neurological correlates underlying higher cognitive functions such as attention, learning, memory, language, emotion, and spatial navigation.
- Demonstrate competency in discussing and differentiating neuropsychological disorders across the lifespan and across higher order cognitive functions.
- Use knowledge from lectures and readings to critically think and analyze clinical and research vignettes.
- Better empathize with individuals suffering from neurological conditions (TBI, dementia, aphasia, agnosia, Parkinson's).

About Me:

I was trained by a Neuropsychologist and completed my PhD in Cognitive neuroscience at the University of Waterloo, Ontario in 2020. My research focused on the role of emotions – specifically of boredom – to act as self-regulatory signals to keep us on track with our goals. I am passionate about teaching undergraduate courses and keeping boredom at bay within our classes. I hope to share my passion for neuropsychology, neuroscience, and psychology with you and to work collaboratively with you on this course. I am always open to suggestions and constructive feedback so feel free to reach out if you want to chat. I have designed this course to include lecture reviews as a way for you to recall and synthesize the content we have previously discuss and for you to highlight what information you need to pay more attention with. Through this course, I hope to increase your appreciation of neuropsychological disorders, their neurological basis and the associated assessments. This is meant to be an introduction course in human neuropsychology and as such it does cover quite a bit of content and I am excited to embark on this adventure with you. 😊



Learning resources:

- a. **Required text:** Kolb, B. & Wishaw, I.Q. (2021). *Fundamentals of human neuropsychology* (8th ed.). New York, NY: Worth Publishers. **An earlier edition of the textbook is acceptable.**
Available at the UVic Bookstore. The ebook cost \$72.95 + tax.
- b. **Brightspace Course Website:** The PSYC 351B course site is accessible through the UVic Brightspace system. This site includes all course material, including lecture slides, course announcements, contact information and your grades. **Lecture slides will be posted 2-3 hours before each day's lecture.**
- c. The University of Victoria has established minimum technical requirements for students to participate in online learning environments – see <https://www.uvic.ca/systems/status/features/min-tech-requirements.php> for more information on the requirements. Contact UVic's computer help desk (see their website for various contact options and hours of operation for any technology questions/issues: <https://www.uvic.ca/systems/services/helpsupport/computerhelpdesk/>)

Tips for success

To develop a good understanding of the terminologies, concepts, neural systems and theories that we will cover in this class, I recommend that you **spend between 6-8 hours** (including class time) towards mastering the course materials. See Brightspace for a list of student's resources on campus.

To increase your success in the course, for each week of the term, consider:

1. Completing the assigned reading prior to class.
2. Attending classes, participating and taking notes.
3. Using lecture slides to review content and self-test.
4. Practice summarizing the lecture content using the lecture review questions.

Tips for exam preparation:

1. Take care of your physical and mental wellbeing. Without your health, it is hard to succeed. This means ensuring you get enough sleep, nutrition, exercise, rest and social interactions.
2. When studying, do not re-read your notes. Consider summarizing the material, creating acronyms or mnemonics, and self-testing.
3. Focus on the relationship between brain structures, cognitive processes and neuropsychological disorders. Exam questions are likely to ask you to identify, differentiate, contrast such relationships.
4. Space out your studying to increase information retention instead of cramming at the last minute.
5. Attend office hours to get answers to your questions or form a study group to teach each other course concepts (you find out if you really know something, try teaching it to someone else).



Tips for success cont'd

If you have a question, here is where/ how to get an answer:

- For technical question (e.g. related to Brightspace, Zoom, or Netlink login), please contact the computer help desk (helpdesk@uvic.ca ; 250-721-7687).
- For questions regarding the textbook, lectures, or course accommodations, please contact me at jmugon@uvic.ca. Kindly consult the syllabus for assessment timelines prior to emailing me.
- To review your exams, please contact our class TA – Hayley Keenan
- For content related questions OR if you have an example to share, please:
 - Bring them up during our scheduled **class times**.
 - Visit **my office hours**: See Brightspace for more information
 - Post them in the **discussion board** in Brightspace for anyone to answer.
 - Email me – BUT this should really be the last resort. It is to everyone's advantage to give all learners a chance to hear and answer material related questions. Also, this is a fast paced course and some point in the term, things can get a little hectic for me. *If you do not hear back from me within 72 business hours, then feel free to send me a reminder email – I appreciate your kindness and patience.*

****If anything on our website (including documents) present any accessibility issues, please let me (Dr. Mugon) know, and I will send you the information in plain PDF format.**

How will you be evaluated?

Your final grade in this course will be based on the following criteria:

Assessment	Worth	Date(s)/ Notes
Exam 1	20%	Friday July 11 in CLE C112
Exam 2	20%	Friday July 18 in CLE C112
Exam 3	20%	Friday July 25 in CLE C112
Lecture Reviews (LR)	30%	In class writing activity. Starts July 7; Best 9 out of 12 (@ ~ 3.33% each)
Group Assignment – patient scans	10%	July 16

****This is a content heavy course, and you are encouraged to complete all course assessments and requirements set out in the course schedule. Note that you must complete all 3 exams to receive credit for this course. Failure to complete one or more exams will receive a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0.***



*** In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components. Students have the responsibility to proactively seek advice when facing unexpected and unavoidable circumstances and conflicting responsibilities interfere with their academic obligations.*

Tentative course schedule*

*Note that topics and dates are approximate and subject to change. If changes occur, I will make a course announcement on Brightspace. **R= More than 15 pages of reading assigned

Wk.	Class	Date	Topic	Ch. reading	Notes/ Lecture Review (LR)
1	1	Th Jul. 3	Intro/ Neuroanatomy Review		
	2	F Jul. 4	1. Sensory & Motor systems	Ch. 8 - 9	
2	3	M Jul. 7	2. Occipital Lobe	Ch. 13	LR 1
	4	T Jul. 8	3. Parietal Lobe	Ch. 14	LR 2
	5	W Jul. 9	4. Temporal Lobe	Ch. 15	LR 3
	6	Th Jul. 10	5. Frontal Lobe	Ch. 16	LR 4
	7	F Jul. 11	Exam 1 (Topic 1-4)		
3	8	M Jul. 14	6. Disconnection	Ch. 17	LR 5
	9	T Jul. 15	7. Neuropsychological assessments	Ch. 28	LR 6; Group Assignment - patient scans and outcomes start in-class
	10	W Jul. 16	8. Attention	Ch. 22	LR 7; Group assignment due
	11	Th Jul. 17	9. Learning and Memory	Ch. 18	LR 8
	12	F Jul. 18	Exam 2 (Topic 5-8)		
4	13	M Jul. 21	10. Language	Ch. 19	LR 9
	14	T Jul. 22	11. Emotion	Ch. 20	LR 10
	15	W Jul. 23	12. Spatial Navigation	Ch. 21	LR 11
	16	Th Jul. 24	13. Neurological disorders	Ch. 26	LR 12
	17	F Jul. 25	Exam 3 (Topic 9-13)		

Exams (60%)

There will be **three non-cumulative exams** (see schedule above). Exams will be mostly based on lecture content and consist of a mix of multiple choice (MC) questions, fill-in-the-blanks questions or matching questions, and some diagram labelling. Exams will always take place in our classroom in CLE C112. **Be sure not to schedule any trips that overlap with exam dates** and notify your family not to schedule any trips for you that overlap with the exam dates. You are responsible for attending exams as scheduled, writing your own exam, and for respective the academic integrity expectations of the university.

Missed exam policy: If you miss an in-class exam for a valid reason (e.g., emergency, illness, accident, family affliction), **please email me as soon as possible – within 2 days of a missed exam and include the completed [Request for In-Course Extension form](#)** (click on hyperlink). **If you do not contact me within 2 days, a grade of 0 will be assigned to you for the missed exam.** Make-up exam requests will only be granted in extenuating circumstances such as significant illness or accident **and it will be your responsibility to make it to the make-up session with the TA regardless of your schedule or other commitments.** Failure to do so will mean that you'll



have to take your exam at the next make-up session (which means that you'll be writing two exams within a week of each other). You must write all 3 exams for this course and failure to do so will result in an N (Failure) grade. **Travel plans and personal inconveniences (e.g., having more than one assignment due at the same time, having friend/ family visiting, work scheduling conflicts, being hungover, plans for concert/ festivals) will not be accommodated.**

Missed final exam policy: If you are not able to attend the final exam, you can submit a [Request for Deferral](#) through the Office of the Registrar. If a deferral is granted for the final exam (not all of them are granted), an alternative date to write the make-up exam **must** be arranged with the instructor.

If you require special arrangements for exams due to a disability – you must be officially registered with the Centre for Accessible Learning – please see <https://www.uvic.ca/services/cal/onlineservices/register/index.php> for more information. I will automatically be informed of your registration with them and the accommodations you need.

Lecture Reviews (30%)

Lecture reviews are meant to help you synthesize what you learned from a particular topic. You will be provided with 3-4 possible questions at the beginning of each topic and then asked to respond to one of two questions in class before the beginning of the next topic. Your answer should not be longer than one-page double spaced and you will be provided with an answer sheet. Lecture reviews are meant to take 10 minutes to complete, but you will be given 15 minutes to complete it in class.

There will be approximately 12 lecture reviews and your best 9 will count towards your final course grade. This means that your three lowest grades will get dropped at the end of the term. As such, you can miss three lecture reviews without a grade penalty. Given this best 9-out-of-12 format, there will be no extensions or additional/ make-up assignments for this assessment.

Group project – patient scan and outcomes (10%)

In groups of 2-3, you will analyze actual patient scans from the Neurological Patient Database and using your knowledge of the four lobes, you will answer a series of questions related to imaging techniques, potential neuropsychological assessments that would be prescribed to the patient and potential neuropsychological disorders/ deficits that should be assessed given the site of injury. You will then write a report on these patients. This group assignment will start in class on Tuesday July 15 and is due on Brightspace on July 16. **Only one group member has to submit the assignment on Brightspace.**



Important Course Policies and considerations:

Respect for Diversity: It is my intent that students from all diverse backgrounds 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 my intent to present materials that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your feedback and suggestions are encouraged and appreciated – not only at the end of the semester through the Course Evaluation Survey, but also throughout the term. Please do not hesitate to talk to me regarding effective learning and respectful conduct.

Respectful Class Behaviour: Throughout the term, we will have opportunities to discuss course questions and poll questions during class lectures. Please limit side conversations to those times. By design, our classroom allows sound to travel well and as such side or hushed conversations can be easily heard in all areas of the classroom which in turn disrupts attention and learning. I ask that you kindly respect your fellow peers and engage in meaningful class discussions during the appropriate/ allocated times. Furthermore, if you are using your personal device during class, please be aware that students behind you can often see your screen and that can be distracting – especially if you are browsing a website that is unrelated to the course.

Attendance: It is expected that you will attend all classes. If, due to unforeseen circumstances, you must miss a class, please obtain the missed material from a classmate. No class recordings will be available but I am available to provide information on specific questions, but a make-up class or class notes will not be provided. Teaching assistants are also able to answer content-related questions.

Academic Integrity: You are responsible for familiarizing yourself with the University of Victoria's [Policy on Academic Integrity](#). Violations of this policy include plagiarism, unauthorized collaboration, and other forms of cheating. At minimum, the penalty for any instance of these behaviours will be a grade of 0% on the assignment or exam in question. The course penalty for more extensive violations of this policy will be a failing grade for the class.

- The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work – including lab assignments (I would really like you to go through the material and learn something cool rather than stress over grades).

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 ©. 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.

Below is information from UVic about various resources for student wellness, and important academic dates and policies.





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 www.uvic.ca/services/cal/. 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/>

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/>



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 ©. Any further

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

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