

PSYC 243 (A01)
Introduction to Lifespan Development
Summer 2026 (CRN: 31380)

I acknowledge and respect the Lək'wəṇən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəṇən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Course Instructor: Violet Cieslik (she/her)

Office: [REDACTED]

Email: [REDACTED]

Office Hours: [REDACTED]

Teaching Assistant: Sammi Wong

Email: [REDACTED]

Office Hours: [REDACTED]

Course Meeting Times: 2:30 - 4:30pm (Mon, Tue, Wed, Thurs, Fri)

Date Range: June 4th to June 26th

Location: [REDACTED]

Course Overview

Course Description

Welcome to Introduction to Lifespan Development. In this intensive 2nd year course, we will dive into the changes that occur across the human lifespan from prenatal to death. We will cover the physical, cognitive, and socioemotional change that makes human development unique. The aim of this course is to survey foundational concepts in lifespan developmental psychology, such as sensitive periods, developmental stages and transitions, and trajectories of change across the lifespan.

Learning Objectives

- *Describe* the developing person at different periods in the lifespan.
- *Conceptualize* physical, cognitive, and socioemotional development as an ongoing set of processes, which involve continuity and change.
- *Explain* different theoretical perspectives of development and how they are used for research and application purposes.
- *Understand* how social and cultural factors affect individual development and recognize similarities and differences between people of all ages, cultures, and backgrounds.
- *Engage* in critical review, discussion, reflection, and synthesis of lifespan development topics.
- *Apply* insights from lifespan developmental psychology to better understand yourself and others.

Course Format

This course is in person. This outline provides you with general information on the objectives, evaluation, and schedule. It is your responsibility to regularly check Brightspace for any updates.

A Note About Condensed Courses

Due to the condensed nature of this 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, exam preparation, and hopefully eating and sleeping. Please plan your time accordingly. Be prepared to attend class regularly (**you MUST be present for the in-person exams**) unless you are ill or there are other extenuating circumstances. Resources for support and wellbeing are provided at the end of the syllabus.

Respect for Diversity

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me 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 or cultural events, please let me know so that we can make arrangements for you. If you ever require accommodations just let me know and we will work something out together.

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you experience any barriers to learning in this course, please feel free to discuss concerns with me. *If you need any accommodations or expect to have any barriers to learning during the course, please contact me first as I need to know about all accommodations immediately.* Accommodations that are not discussed at the beginning of term could hinder your progress in the course. If needed, you may also want to meet with an advisor at the [Centre for Accessible Learning \(CAL\)](#) to discuss access and accommodations.

Course Website

[UVic Brightspace learning management system](#) will be used for posting supplementary materials, online quizzes, assignments, lectures, and grades. This site will be your guide on what needs to get done each week. You can sign into Brightspace using your NetLink ID.

Required Text

Mondloch, C., Chuang, S., & Santrock, J. W. (2026). *Essentials of Life-Span Development – 2026 Release* (2nd Canadian Edition), McGraw-Hill Ryerson Limited.

- Toward an access centered approach, this textbook comes equipped with a read aloud and translate text function for your learning needs.

You can purchase a copy of the physical textbook through the [UVic bookstore](#). If you would like to use the online eBook this MUST be purchased through the [McGraw Hill Website](#). This is due to the fact that this is the newest version of the textbook, and the eBook is not available online until June 1st, three days before the class begins.

Prerequisites

The pre-requisites for this course are PSYC 100A and 100B

Course Drop Deadlines and Registration

Students are responsible for checking their registration status before the end of the add/drop deadline.

<https://www.uvic.ca/calendar/future/undergrad/index.php#/policy/BJxDO92eP>.

Core Requirements and Evaluation

Assignments and Activities

Your grade will be determined by your performance on the following items:

Evaluation	Date	%
Online Quizzes	By 11pm, varied dates	10%
Exam 1	June 11	18%
Exam 2	June 18	20%
Final Exam	June 26	20%
Concept Map Assignment	June 15	24%
In-Class Activities	Ongoing	8%
Bonus: SONA Participation		+1%

Grading Policy

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

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

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.

Required Course Components

Students who have completed the following will be considered to have completed the course. Failure to complete one or more of these elements will result in 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.

- Three Exams
- Concept Map Assignment

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.

Course Components

1) Online Quizzes (10%)

There will be 13-chapter quizzes to complete (one per chapter); however, you only need to complete 8 of the 13 quizzes to complete this component. If you complete more, only your best 8 grades will count (I recommend completing them all!). All quizzes will be completed through Brightspace. Quizzes have varied due dates and are due by 11pm on their respective due dates (see page tentative schedule on page 9). If you complete all 13 your lowest grades will be dropped. Because of the intensive nature of this course and the requirement to only complete 8 of 13, **there are no make-up opportunities**. I recommend completing the earlier quizzes in case you become ill or busy toward the end of the semester.

2) Exams (Exam 1 = 18%; Exam 2 = 20%; Final Exam = 20%)

There will be **three multiple choice question exams** during this course. All exams will be non-cumulative, meaning they will only cover material since the previous test. All exams will be written in person during class time, begin at start of class, and are designed to be completed in 1 hour. That said, [Universal Extended Time \(UET\)](#) will be included for every exam, meaning that you will have 90min to complete each exam (1.5x). All course material is testable (lectures, textbook chapters, additional course readings). There will be no lecture following the exam. **You must write all three exams to pass the course.** Failure to write all three exams will result in an “N” for the course, even when a final grade of 50% or higher is achieved. N is a failing grade and factors into GPA as a value of 0.

What to do if I miss an exam due to illness?

Contact me (vcieslik@uvic.ca) no later than **2 days** after the exam to arrange for a make-up exam. If you fail to contact me 2 days after the exam I will consider you to have not completed a major course component and will assign a N mark. **Students who miss the Final Exam may need to make a request for academic concession** (see Course Policy Information).

3) Concept Map Assignment (24%)

DUE: Before or at the start of class (2:30pm) on June 15th, 2026.

An important part of this course requires you to think critically about the course materials and to integrate information from the course and the textbook in a concise manner. You will be asked to create a concept map connecting theories of early childhood development. Maps will be limited to a single page and will require an additional explanation document. Additional information will be provided in class and on Brightspace. There are no extensions given on this assignment. Marks will be deducted for late assignments (see page 5).

4) In-Class Activities (8%)

Throughout the term there will be a number of opportunities for in class activities. You must be physically present in the classroom to receive points for these activities. There will be 13 opportunities to complete these activities (one per chapter); however, you only need to complete 10 of the 13 activities to complete this component. If you complete all 13 your lowest grades will be dropped. Because of the intensive nature of this course and the requirement to only complete 10 of 13, there are no make-up opportunities.

5) BONUS: SONA Participation:

Students can earn up to 1% extra credit toward your final grade by participating in [psychological studies that are posted on the research pool website](#). Each 60 minutes of participation will earn 1 research credit, and **one**

SONA credits equal a 1% increase in the student's final grade. Additional details are posted on Brightspace. Note that you *must complete your participation by the last day of the course* to receive credit.

Course Policy Information

When to Contact Instructor or TA:

Instructor	TA	Both
Missed Exams	Missed Quizzes	Clarifying lecture content
Course Policy or Structure	Assignment Instructions	Clarifying textbook content
Academic Accommodations	Help with Course Material	Asking for additional resources
Lecture Material	Feedback or Grading on Assignments	

Note. Contact helpdesk@uvic.ca for technical issues with computer, email, Brightspace, Netlink login

What to expect from me

Contact. I am available to help via email, in-person after class, or during office hours. If you are struggling with the material, please reach out sooner rather than later so we can work together to come up with a learning plan that will aid your success in this course.

Course material. I will upload slides on a per-chapter basis, as well as supplementary material that is aimed to help consolidate and aid your learning.

Feedback. The TA and I will provide feedback on assignments via Brightspace. We're also available for office hours to discuss feedback. Please note information regarding grade appeals in the *sources of assistance* portion of this document. As learning facilitators, we endeavor to build a classroom environment that is open and respectful to all perspectives. As such the feedback we provide is aimed to help you flourish in this class, and hopefully, in your future academics.

What I expect from you

Conduct yourself appropriately. Listening and interacting with others in a respectful manner is a requirement for this class. Each student brings diverse values, beliefs, and opinions so please maintain an open mind to your differences.

Provide constructive feedback. As we endeavor to be better, we are always looking for ways to improve the course and facilitate learning. You are encouraged to share of constructive feedback about your experiences within the course. Please see us in office hours to discuss your concerns or suggestions. That said, negative behavior towards me or the TA regarding the course or assignment feedback will not be tolerated.

Office Hours. Attending office hours regularly will help to increase your understanding of the material and provide you with additional opportunity to engage with and discuss the material with me or the TA. Bring your questions and ask for clarification.

Accommodations. If you know of any factors in your life that hinder your ability to engage with this course, please contact the Centre for Accessible Learning (CAL). See *sources for assistance* for more information.

Changes to the Syllabus

Significant effort has been made to ensure that information in this syllabus is accurate at the time of publication. That said, 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., in-class announcements, announcements posted to Brightspace).

Attendance and Waitlist Policy

[Attendance is important](#) and is your responsibility as a student to regularly attend classes. Students who do not attend all classes during the first week (or by the waitlist deadline) may be dropped from the course to allow waitlisted students the opportunity to enroll. 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.

Grades

There will be no extensions given for the concept map assignment or make up opportunities for the in-class activities. Concept map assignments that are submitted late will be penalized by a 5% deduction per 12 hours. Assignments will not be accepted 48 hours past the deadline of **11:59pm on June 15th, 2026**.

In-Class Behaviour

Please do your best to arrive on time to lectures, as arriving late causes disruption to other students and lecturer. All electronic devices should be put on silent for the duration of the lecture and mobile phones should be placed in your personal bag at the beginning of the lecture.

Children and Pets

If you need to bring your children or pet to lecture, please do not hesitate to do so. I understand that sometimes this is necessary due to care circumstances; however, please if you do, try to minimize in class disturbance so that student learning is not impacted.

Email Etiquette

To contact me or the TA via email, **please include “PSYC 243: [brief description of your email]”** in your subject heading. Before sending an email, please consult the syllabus, Brightspace, or additional course materials. Many common questions are addressed in these materials or discussed in class. Asking questions during or at the end of class is encouraged as other students may benefit from the response. Emails asking questions already covered in class or on course materials may not receive an individual reply. For all other questions or specific course-related concerns, please speak with me after class or attend office hours for further discussion.

Copyright

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 [Academic Integrity Policy](#).

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. It is expected that students will cooperate in the implementation of this policy to ensure that students benefit from the learning activities assigned in the course.

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

1. **Plagiarism.** The work you submit must be your work and not someone else's. Please use proper procedures (i.e., APA 7th edition in this course) for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** An editor is an individual or service, other than the instructor or supervisory committee, who manipulates, revises, corrects or alters a student's written or non-written work. The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** The resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do this without prior permission from the instructor are subject to penalty.
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 share information or answers when doing take-home assignments, tests or examinations; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology does not make old examinations available for study purposes; thus, the use of old exams without written permission of the instructor constitutes cheating by the user and the person who provided the old 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.

Academic Concession

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 course components by the end of the term students are required to [submit a request for academic concession](#).

Artificial Intelligence

The use of a generative artificial intelligence (AI) is prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment). Please familiarize yourself with the [UVic's Generative Artificial Intelligence \(GenAI\) Position Statement](#).

Student Experience of Learning (SEL)

Toward the end of term, you will have the opportunity to complete a confidential [student experience of learning survey](#) (formally known as course experience survey (CES)) regarding your learning experience. The survey provides 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. You will be reminded nearer the end of the course, but please be think about this important activity during the course in preparation to complete the course at the end of term.

Sources of Assistance

Students can seek help for many of the common concerns and problems that arise during the term by using the following resources:

- **Grade Appeals:** If you feel strongly that your grade on an assignment was unfair or mistaken, you must express that concern to Professor Cieslik via email or in person during office hours within **3 days of the date that the grade was first posted on Brightspace**.
- **Academic Accommodation:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, please feel free to contact me and/or the [Centre for Accessible Learning \(CAL\)](#) as soon as possible. The CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.
- **Online learning tools:** For issues using Zoom, Echo360, or other tools associated with the transition to online classes, visit [UVic's Learn Anywhere site](#).
- **Computer and technical help:** For technical matters, please contact the Computer Help Desk: helpdesk@uvic.ca, (250) 721-7687, or visit the [University Systems Help Centre](#)
- **Learning Assistance Program:** Are you struggling with understanding course material or finding effective study methods? You may want to consult with the tutors and learning strategists at the [Learning Assistance Program](#) (fees may apply).
- **English as an additional language:** If English is not your first language and you are having trouble because of that, please contact the [English Language Centre](#)
- **Counselling services:** [Counselling Services](#) can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.
- **Elders Voices:** The [Office of Indigenous Academic and Community Engagement \(IACE\)](#) has the privilege of assembling Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
- **Mental Health and Well-Being:** Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a [wealth of resources](#) to help students through those tough times. Students are also expected to familiarize themselves with the [Department of Psychology Important Course Policy Information](#).
- **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. 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: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021 Email: svpcoordinator@uvic.ca

Final Reminder that it is your responsibility to:

1. [Check your registration status](#) by the [drop deadlines](#) to ensure you are registered in the course.
2. Familiarize yourself with the [Department of Psychology's Course Policy information](#).
3. Understand the [University's Policy on Academic Integrity](#).

Tentative Schedule

Week	Dates	Topic	Chapter/Readings	Quizzes
1	June 4 June 5	Introduction: The Lifespan Perspective The Lifespan Perspective <i>June 6th is the last day to drop the course with 100% fee reduction</i>	Chapter 1 Chapter 1 (cont'd)	Quiz (Ch. 1) Due 11pm
2	June 8 June 9 June 10 June 11 June 12	Biological Beginnings Physical and Cognitive Development in Infancy Socioemotional Development in Infancy EXAM 1 (Chapters 1, 2, 3, 4; 18%) Physical and Cognitive Development in Childhood <i>Last day to drop the course with 50% fee reduction</i>	Chapter 2 Chapter 3 Chapter 4 Chapter 5	Quiz (Ch. 2) Due 11pm Quiz (Ch. 3) Due 11pm Quiz (Ch. 4) Due 11pm Quiz (Ch. 5) Due 11pm
3	June 15 June 16 June 17 June 18 June 19	Socioemotional Development in Childhood Concept Map Due before or at the start of class (2:30pm) on June 15th Physical and Cognitive Development in Adolescence Socioemotional Development in Adolescence EXAM 2 (Chapters 5, 6, 7, 8; 20%) <i>Last day to drop the course (no fee reduction)</i> Physical and Cognitive Development in Early Adulthood	Chapter 6 Chapter 7 Chapter 8 Chapter 9	Quiz (Ch. 6) Due 11pm Quiz (Ch. 7) Due 11pm Quiz (Ch. 8) Due 11pm Quiz (Ch. 9) Due 11pm
4	June 22 June 23 June 24 June 25 June 26	Socioemotional Development in Early Adulthood Physical and Cognitive Development in Middle and Late Adulthood Socioemotional Development in Middle and Late Adulthood Death, Dying, and Grieving FINAL EXAM (Chapters 9, 10, 11, 12, 13; 20%)	Chapter 10 Chapter 11 Chapter 12 Chapter 13	Quiz (Ch. 10) Due 11pm Quiz (Ch. 11) Due 11pm Quiz (Ch. 12) Due 11pm Quiz (Ch. 13) Due 11pm

Note. This schedule is tentative, and any changes will be discussed in class and posted on Brightspace.

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Summer Session 2026

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 who do not attend their classes during the first two weeks (and do not inform the instructor of valid circumstances that prevent their attendance) may be dropped from both class registration and the waitlist.

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 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.

Student Experience of Learning (SEL) Survey

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential Student Experience of Learning (SEL) survey 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://sel.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 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/>.

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

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 Code of Conduct

The [Student Code of Conduct](#) explains how University policies regarding student behaviour are interpreted and applied within the Faculties of Humanities, Science and Social Sciences.

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 – second term (May – August)

Wednesday, May 6 th	May-August (Term 1) courses begin for all faculties
Monday, May 11 th	May (Term 4) and May-June (Term 2) courses begin
Monday, May 18 th	University Closed (Victoria Day)
Sunday, May 31 st	Fees deadlines for summer. See undergraduate and graduate add and drop dates for standard summer courses
Wednesday, June 3 rd	May (Term 4) Courses End
Thursday, June 4 th	June (Term 5) Courses Begin
Monday, June 8 th	First registration date for Winter Session 2026/2027. Course registration important dates and deadlines
Friday, June 26 th	May-June (Term 2) and June (Term 5) Courses End
Wednesday, July 1 st	University Closed (Canada Day)
July 1 st – July 2 nd	Reading Break May-August (Term 1) sections only (except Law)
Monday, July 6 th	July (Term 6) and July-August (Term 3) courses begin
Tuesday, July 28 th	July (Term 6) courses end
Wednesday, July 29 th	August (Term 7) courses begin
Friday, July 31 st	May-August (Term 1) classes end for all faculties
Monday, August 3 rd	University Closed (British Columbia Day)
Tuesday, August 4 th	May-August (Term 1) examinations begin for all faculties
Monday, August 17 th	May-August (Term 1) examinations end for all faculties
Friday, August 21 st	July-August (Term 3) and August (Term 7) courses end

Add and drop dates for standard 2026 Summer Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
1	May 6	Jul 31	May 18	May 21	Jun 7	Jul 1
2	May 11	Jun 26	May 17	May 18	May 28	Jun 10
3	Jul 6	Aug 21	Jul 12	Jul 13	Jul 23	Aug 5
4	May 11	Jun 03	May 14	May 14	May 19	May 26
5	Jun 4	Jun 26	Jun 6	Jun 6	Jun 12	Jun 18
6	Jul 6	Jul 28	Jul 8	Jul 8	Jul 14	Jul 20
7	Jul 29	Aug 21	Aug 1	Aug 1	Aug 6	Aug 13

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 C133

Phone: 250 721 8021

Email: eqhr01@uvic.ca

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



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/>