



PSYCHOLOGY 201 – Section A01

Research Methods in Psychology (CRN 31245)

Summer, May 11 – June 26, 2026

Lectures: Check Brightspace for the dates and locations of lectures and labs.

Labs: Section B01 | Section B02

(Make sure you are enrolled in one of the lab sections)

Territorial Acknowledgement

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.

Instructor: Dr. Ramin Rostampour Email: Office: Office Hours: By Appointment	Teaching Assistant: Emiko Osborne Email: Office: Office Hours: By Appointment
Senior Lab Instructor: Patrick Montgomery Email: Office: Office Hours: By Appointment	

Course Description

PSYC 201 (Research Methods in Psychology) introduces students to the foundations of scientific research in psychology, with a primary focus on quantitative approaches. The course emphasizes how researchers define constructs, operationalize and measure variables, design studies, and draw conclusions from empirical evidence, with particular attention to the evaluation of validity, including how well studies measure what they intend to measure and support appropriate inferences. Students will learn to critically evaluate research, identify strengths and limitations in design and measurement, and distinguish between correlational and experimental methods.

Through a combination of lectures and hands-on lab activities, students will work in groups to design and justify a simple research study, from developing research questions to interpreting results. The course prioritizes clarity of thinking, strong justification of



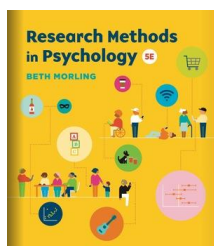
methodological choices, and a deep understanding of the logic underlying research to equip students with essential skills for evaluating evidence in psychology and beyond.

Prerequisites: Introductory Psychology I & II (PSYC 100A & PSYC100B)

Drop/Add: The final day to add this course is May 18, the last day to drop without a fee penalty is May 17, and the final day to drop without a failure penalty is June 10.

Required Software/Platforms: Brightspace, Microsoft Word, Microsoft Excel, Microsoft Teams, & JASP or JAMOVİ. These are a free data analysis application that can be installed on your computer for free. We will help you install one of them during a lab session. Since it will be used collaboratively, only one person per group needs to install it.

Required Materials



- Morling, B. (2025). *Research methods in psychology: Evaluating a world of information* (5th ed.). New York: WW Norton.
<https://wwnorton.com/books/9781324085744>
- InQuizitive (included with new textbook purchases from the UVic Bookstore; may also be purchased separately through Norton if a used textbook is used).

Course Objectives

By the end of this course, students will be able to:

- Explain the basic principles of the scientific method in psychological research
- Define psychological constructs and distinguish between conceptual and operational definitions
- Evaluate the validity of research, including construct, internal, and external validity
- Compare and contrast correlational and experimental designs, including their strengths and limitations
- Identify common sources of bias and error in research design and measurement
- Critically evaluate research articles and assess the quality of evidence
- Develop clear and testable research questions and hypotheses
- Select appropriate measurement strategies and recognize their limitations



- Describe and apply basic quantitative analysis approaches (e.g., correlation, group comparisons)
- Interpret statistical results in plain language and link findings to research questions
- Design a simple, realistic research study and justify methodological decisions
- Communicate research ideas and findings clearly in written and oral formats using APA style

How to Succeed in This Course

This course covers a wide range of topics and introduces many new ideas over a short period of time. Because the material builds from week to week, keeping up consistently is essential; understanding each topic depends on having a solid grasp of what came before.

To stay on track, you are expected to come to class prepared by completing the assigned readings. It is ideal to complete InQuizitive activities before coming to class (after reading the chapters) to get the most out of lectures. These should be approached actively (e.g., taking notes, asking questions), rather than passively. Lectures are designed to deepen your understanding, not simply repeat the textbook. They will present concepts in new ways, introduce additional material, and connect ideas to lab activities. Some content covered in lectures will not appear in the textbook and may be assessed on exams, while other material is only found in the readings.

Regular attendance and participation are therefore very important. *In-class engagement activities during lectures account for 10% of your final grade.* After each class, reviewing your notes and slides will help consolidate your learning.

Lab attendance is a required component of the course and provides hands-on experience with research concepts. If you encounter difficulties at any point, please reach out to the instructor or TA early; do not wait until you fall behind.

Attending Lectures

This course is delivered in a face-to-face format. Lectures will not be live-streamed or recorded. Lecture slides will be posted on Brightspaces. Attendance is very important. Each student must be registered in the PSYC 201 lab section (B01 or B02), and students are expected to attend all scheduled lab sessions.

If you miss multiple classes because of illness, please let the instructor know. If illness, injury, or family circumstances prevent you from completing major assignments or writing the exams, you will need to submit a request for academic concession.





Tasks

In-Class Activities (10%): You will take part in short, hands-on activities during lectures that help you apply what you've learned. These may be done individually or in groups, and when time allows, they will count toward your engagement marks. To provide flexibility, the total number of activities may vary, and a small number of missed activities will be dropped to accommodate occasional absences.

InQuizitives (15%): is an interactive online learning tool that comes with the textbook. You will complete InQuizitives to master material covered in each chapter. InQuizitive activities are due biweekly, but you are strongly encouraged to complete them after reading each chapter to stay on track with the course.

- **By May 24:** Complete InQuizitive activities for **Chapters 1-7**
- **By June 7:** Complete InQuizitive activities for **Chapters 8-12**
- **By June 21:** Complete InQuizitive activities for **Chapters 13-14**

Labs (25% collaborative submissions+ 15% for group presentations): Each student must be registered in the PSYC 201 lab section and must regularly attend and participate in labs. There are five collaborative lab submissions and a final group presentation, described in detail below. Passing the course requires a grade greater than 50% on lab performance (attendance, participation, assignments, and presentation). The labs are coordinated by senior lab instructor, Patrick Montgomery: pjmontgomery@uvic.ca.

Presentation Research Critique (5%): During the presentation sessions, students will complete an individual, in-class critique of one peer presentation. This activity is designed to reinforce key research methods concepts by asking you to evaluate the quality of a study's research question, design, measurement, and validity. Rather than summarizing the presentation, you will apply course concepts to assess how well the study addresses its research question and identify ways it could be improved. This brief exercise demands your active engagement during presentations and helps you apply critical thinking skills essential for evaluating empirical research.

Exams (30%): There will be two in-person exams consisting of multiple-choice and short-answer questions. Each exam will be written in class, and you will have 90 minutes to complete it. Exams will cover material from the textbook and lectures.

The second exam will focus primarily on content covered after the first exam, but it will also include some cumulative questions from earlier in the course. Although the exams are intended to take approximately one hour, a total of 90 minutes will be provided to all





students to support accessibility by allowing students with up to 1.5× extended time accommodations to complete the exam in the regular classroom, as long as no other accommodations are needed.

Required Elements

Students who have completed the following elements will be considered to have completed the course:

- The second exam
- a grade greater than 50% on lab performance (collaborative activities & presentation)
- A grade greater than 50% in the combined non-lab course components, including InQuizitive activities, in-class activities, presentation research critique, and exams.

Failure to complete any 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. University policy states that students who have completed all the required course elements are not eligible for academic concessions. Accordingly, deferrals can only be requested for required course components, and not for non-essential parts of the course.

Bonus Opportunities

You can earn up to 2% bonus credit by completing **one of the two** options listed below.

1. Canada’s Tri-Council funding agencies offer an online ethics tutorial (TCPS 2: CORE) that is required for students conducting research at UVic. Students interested in research are strongly encouraged to complete this tutorial. You can earn 2% bonus credit in this course for completing it, and it is a valuable credential to include on your resume. There is no penalty for not earning extra credit.
<https://tcps2core.ca/welcome>
2. You may earn up to 2% bonus credit by participating in psychology research through the SONA system. Participation is credited at a rate of 0.50% per 30 minutes, meaning that 2 hours of participation will earn the full 2% bonus. For information on how to sign up, please visit <https://uvic.sona-systems.com/>. There is no penalty for not completing bonus participation. This opportunity is intended to provide hands-on experience with psychological research.



Course Policies

If you have questions about assignments, the TA is your primary contact since they handle grading. For questions about lectures, readings, or exams, the instructor is your main contact. For lab-related issues, please reach out to the lab instructor, Patrick Montgomery.

You are welcome to ask either the instructor or TA about any course content. Attending office hours is the best way to get help, so we encourage you to use them regularly. Please email me to schedule an in-person or virtual meeting.

Class Format

Class will meet on Mondays, Wednesdays and Thursdays. Students are expected to complete assigned textbook readings before class. Lectures will not cover each chapter in full; instead, they will focus on clarifying key or challenging concepts and may introduce additional material. In addition to lectures, students will participate in in-class activities that contribute to their grade. The timing of these activities will depend on the flow of class discussions and cannot be scheduled in advance.

Attendance is strongly recommended, as it provides opportunities to engage in activities and participate in discussions. You can read this blog written by a well-known educational psychologist on the importance of attendance: <https://srl4life.blogspot.com/2026/04/why-showing-up-for-class-matters.html>

Late Assignment Policy

Our grading policy aims to be fair to everyone while acknowledging that students may face different time constraints. If unexpected or serious circumstances arise, please reach out to the instructor as soon as you can.

Assignments should be submitted by the stated deadlines. Staying current with coursework will make the material more manageable and reduce last-minute pressure.

Late submissions will receive a 10% deduction for each 24-hour period past the deadline. Assignments submitted more than four days late will not be accepted, unless prior approval for an extension has been granted by the instructor or TA.

Policy on Missed Exams

Exams must be written at the scheduled time. If you miss the first exam due to illness, accident, family circumstances, or conflicting responsibilities, you must email the instructor as soon as possible. You are not required to provide documentation. If your absence is approved, a make-up exam/activity will be arranged at the earliest possible





time. The second exam must be completed in order to pass the course. If you miss the second exam, you must contact the instructor immediately. In some cases, you may be required to submit a Request for Academic Concession through the Office of the Registrar, typically within 10 working days of the exam date.

Academic Integrity

Students are expected to be familiar with and adhere to the University of Victoria's policies on academic integrity. Violations include, but are not limited to, cheating, plagiarism, falsification, and assisting others in academic misconduct. The full policy is available here:

https://www.uvic.ca/calendar//future/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcltemType=policies

You are encouraged to discuss lecture material with your peers, as research is inherently collaborative, and collaborative learning can deepen your understanding. Talking through concepts and questions with classmates before approaching the instructor can often be helpful. You may discuss assignments with others; however, all submitted work must reflect your own independent thinking and effort. Do not share your completed work, request to view someone else's work, or ask for direct answers. Keep discussions focused on general reasoning rather than specific responses. Each assignment must be original, and no two submissions should be identical.

Exams: All exams must be completed independently. Any evidence of academic misconduct will result in a grade of zero.

Use of Generative AI

The use of generative AI (GenAI) tools is permitted in this course **with clear limitations**. AI can be a useful tool, but it is only valuable if you can critically evaluate the accuracy and validity of its output.

You may use GenAI to support your learning, such as brainstorming ideas, clarifying concepts, and improving the clarity or outline of your own writing. However, GenAI should assist your thinking, not replace it. All submitted work must reflect your own understanding and effort.

Inappropriate use of GenAI will result in academic penalties, which may include grade reductions or further disciplinary action in cases of repeated violations. These uses are examples of AI use that are considered academic misconduct:

- Using GenAI to write assignments (in whole or in part)





- Submitting AI-generated content as your own work
- Copying or paraphrasing AI output, even if edited

Transparency and citation: If you use GenAI at any stage, you must clearly **acknowledge its use and specify the scope of how it was used** (e.g., brainstorming ideas, outlining). Failure to do so constitutes plagiarism. To support transparency, you can use this self-report web app to document and include a summary of your AI use in your submissions: <https://ailabel.netlify.app/>

Recommended tool: The University of Victoria provides access to **Microsoft Copilot**, which includes built-in privacy and security protections. Students are encouraged to use this tool if they choose to use GenAI. If you are unsure whether a specific use of GenAI is acceptable, please consult the instructor before submitting your work.

For guidance on the appropriate scholarly use of generative AI tools, please consult the University of Victoria resource: https://libguides.uvic.ca/AI_Tools

General Policy Information

Centre for Accessible Learning: UVic is committed to creating an accessible learning experience for all students. If you are registered with the Centre for Accessible Learning (CAL) and expect or encounter barriers in this course, please feel free to speak with the instructor. Students with disabilities or chronic health conditions are encouraged to connect with a CAL advisor to discuss access and accommodations.

<https://www.uvic.ca/services/cal/>

Commitment to Inclusivity, Diversity, and Respectful Environments: the University of Victoria is committed to maintaining a safe, respectful, and inclusive learning environment. Discrimination, harassment, bullying, racism, and sexualized violence are not tolerated. All members of the university community share responsibility for upholding these standards. Participation in course-related activities, including online platforms, is considered part of the university environment and is subject to university policies and expectations.

Ombudsperson and Academic Concerns: if you have an academic concern, you should normally try to resolve it in the following order: course instructor, Department Chair, Faculty Dean, and then the Senate. If the issue cannot be resolved through these channels, you may consult the Office of the Ombudsperson (<https://uvicombudsperson.ca>), which provides independent support and guidance.

Course Experience Survey: your feedback is important. At the end of the term, you will be invited to complete an anonymous survey about your experience in this course. The results





help improve future courses and are also used by the Department of Psychology to evaluate teaching. Instructors receive the feedback only after final grades are submitted. Responses are anonymous unless you include identifying details in open-ended comments.

For more information, please visit the University of Victoria Department of Psychology course policy information:

<https://www.uvic.ca/socialsciences/psychology/students/resources/index.php#ipn-course-policy-information>

Copyright: Course materials are provided for the exclusive use of students enrolled in this class and are protected by copyright, even if not explicitly marked. They may not be shared, copied, or distributed without the instructor's permission, except where permitted under fair dealing or other provisions of the Copyright Act.

Disclaimer: This syllabus and course schedule may be revised during the term. Any significant changes, such as adjustments to due dates, will be announced in class and on Brightspace. Students are responsible for checking for and following these updates.

Acknowledgement: I would like to thank Dr. Steve Lindsay, Dr. Marlise Hofer, Patrick Montgomery, & Dr. Allyson Hadwin for their previous course materials, guidance & suggestions, which were invaluable in shaping this syllabus.





Tables

Course Schedule

Week	Date	Topic	Reading
1	Mon, May 11	Introduction, Course Overview, Introduction to Scientific Reasoning	CH 1
	Wed, May 13	Sources of Information Claims and Validity	CH 2, 3
	Thu, May 14	Ethical Guidelines for Psychology Research	CH 4
	Fri, May 15	Lab-Overview Forming collaborative groups	
2	Mon, May 18	Victoria Day- No Class	
	Wed, May 20	Measurement Surveys & Observations	CH5, 6
	Thu, May 21	Sampling	CH7
	Fri, May 22	Lab: Defining the Construct	
3	Mon, May 25	Correlational Studies (Bivariate)	CH 8
	Wed, May 27	Correlational Studies (Multivariate)	CH 9
	Thu, May 28	Experimental Designs 1	CH 10
	Fri, May 29	Lab: Measuring the Construct	
4	Mon, June 1	Exam 1 (Up to the end of CH 9)	
	Wed, June 3	Experimental Designs 2	CH 11
	Thu, June 4	Factorial Designs	CH 12
	Fri, June 5	Lab: Research Questions and Hypotheses	
5	Mon, June 8	Statistics Review & Reporting 1	CH. S1, S2
	Wed, June 10	Statistics Review & Reporting 2 (APA)	CH. S3
	Thu, June 11	Balancing Research Priorities	CH 13
	Fri, June 12	Lab: Analytic Strategy	
6	Mon, June 15	Meta-analysis, replication, & real-world importance	CH 14
	Wed, June 17	Qualitative and mixed-method designs (If time permits)	
	Thu, June 18	TBD	
	Fri, June 19	Lab: Data Analysis & Report	
7	Mon, June 22	Exam 2	
	Wed, June 24	Collaborative Presentations	
	Thu, June 25	Collaborative Presentations	
	Fri, June 26	Lab: Collaboratives Presentations	



PSYC 201 Lab Project

You will work in groups to design, justify, and report a simple research study. This project is completed in five stages across labs and leads to a final group presentation.

1. Defining the Construct: What is your construct? • Select a psychological construct (e.g., stress, motivation, belonging, ADHD, executive functioning). • Conduct a brief literature search and identify three different conceptual definitions of the construct. • Choose one definition to guide your project. • Explain and justify why you selected this definition over the others.	Fri May 22
2. Measurement and Operationalization: How will you measure your construct? • Identify three ways the construct has been operationalized in past research. It can be three measurement approaches (e.g., surveys, behavioral tasks, observations) or different measures of the same type (e.g., Self-report A, Self-report B). • Compare these in terms of: ◦ What they capture well ◦ Their limitations (e.g., bias, validity issues) • Select one measurement approach for your study and justify your choice.	Fri May 29
3. Research Questions and Hypotheses: What are you trying to find out, and what do you expect? • Identify a research gap based on your literature review. • Write: ◦ Two research questions (RQs) ▪ One correlational ▪ One experimental ◦ Two statements of purpose (matching the RQs) • State your hypotheses clearly (expected outcomes)	Fri June 5



4. Analytical Strategy: How will you analyze your data? For each RQ, specify: • The type of analysis (e.g., Regression, independent samples t-test, ANOVA) and justify • Indicate the variables you will collect (IV, DV, covariates) • How you are going to collect your sample (your target population and sampling strategy) • Indicate a realistic sample size and briefly justify it (e.g., feasibility, statistical adequacy)	Fri June 12
5. Data Analysis and Report (Instructor-Provided Data): What did you find, and what does it mean? <i>You will be given a pseudo dataset based on your research questions. During lab, we will help you to run the analysis (using JASP or Jamovi).</i> • You will write a brief APA-style results summary, including: • Statistical results (e.g., effect sizes, <i>p</i>-value, visualization) • Plain-language interpretation of the results • Whether your hypotheses were supported	Fri June 19
Final Presentation Present your full project (12-15 minutes): ○ Construct → Measurement → Hypotheses & RQs → Analysis → Results • Emphasize: ○ Your design/sample/methods decisions ○ Interpretation of findings ○ Reflect on what you have collaboratively learned by doing this activity	Present on June 24, 25, 26

Each report should be a maximum of 2 page (~600–800 words, double-spaced, 12 pt font), written concisely in APA 7 style, including appropriate in-text citations and references.

Keep your RQs and analytic plan simple and realistic. Prioritize clarity and well-supported justification over complexity and show a solid understanding of the logic underlying research design.





Grading

Scores from each component will be weighted and combined (with any bonus points) to produce a total score, which will then be converted into a final letter grade as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
%	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	<50

Elements	Type of Submission	Weight	Important Dates (due dates)
In-class engagement activities	Individual	10%	Variable during lectures
<i>InQuizitive</i> CH 1-7 CH 8-12 CH 13-14	Individual	15%	by May 24 by June 7 by June 21
<i>5 Lab activities (collaborative)</i> - Submission 1 - Submission 2 - Submission 3 - Submission 4 - Submission 5	Collaborative	25%	by May 25 by June 1 by June 8 by June 15 by June 22
Exam 1	Individual	15%	June 1
Exam 2	Individual	15%	June 22
Presentation	Collaborative	15%	June 24, 25, 26
Presentation Research Critique (5%)	Individual	5%	June 24, 25, 26
Bonus Credit (choose one option): - Online ethics tutorial (TCPS 2: CORE) - SONA Participation	Individual	2% (bonus)	by June 22

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/>