

# PSYC 251 A02 – Course Syllabus



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

**COURSE TITLE:** PSYC 251: Introduction to Mind and Brain

**CLASS SECTION:** A02

**CRN:** 22770

**TERM:** Spring (Jan 5-Apr 2) 2026

**MEETING TIMES:**

**UNITS:** 1.5

**DELIVERY MODE(S):** Face-to-face

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

## INSTRUCTOR DETAILS

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NAME:

OFFICE:

EMAIL:

OFFICE HOURS:

WEBSITE: <https://bright.uvic.ca/d2l/home/432893> (our Brightspace site)

- To access Brightspace type bright.uvic.ca in address bar (Chrome or Firefox)
- Log in with Netlink ID and password, click on PSYC 251 A02

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

## TEACHING ASSISTANT DETAILS

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NAME:

EMAIL:

OFFICE:

OFFICE HOURS:



## COURSE DESCRIPTION & LEARNING OUTCOMES

This course aims to provide a broad foundation of knowledge in the study of mind and brain. The goals are for you to expand your understanding of how scientists investigate mental and neural systems, to develop your ability to think scientifically about the mind and brain, and to increase your appreciation for how the cognitive and neural sciences are applicable to everyday life.

### **Learning Outcomes**

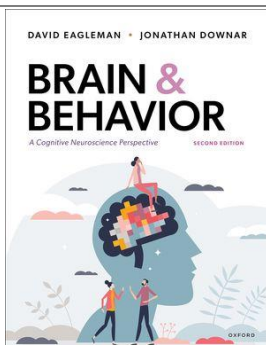
After completing this course, you will be able to:

- *Outline* the basic components of neurons and their role in the nervous system.
- *Use* key terminology to describe key brain systems, their location, and their organization.
- *Explain* the neural basis for cognitive processes involved in sensation, perception, action, memory, attention, and decision making. Describe the functional organization of key brain areas including sensory and motor cortices, prefrontal cortex, hippocampus, thalamus, cerebellum, basal ganglia, and amygdala.
- *Evaluate* the strengths, limitations and ethical considerations of various cognitive neuroscience and behavioural research methods such as fMRI, ERPs, lesion studies and reaction time studies in explaining cognitive processes.
- *Discuss* fundamental concepts such as neuroplasticity, neural representation, hierarchical processing in the brain and the constructive nature of our perceptions.
- *Review* how different cognitive theories contribute to our understanding of individual differences and neurodiversity.
- *Apply* insights from cognitive neuroscience to everyday contexts, ethical considerations, and interdisciplinary connections.

### PREREQUISITE(S):

- Complete **all** of:
  - [PSYC 100A](#)
- Complete **one** of:
  - [PSYC 100B](#)
  - [BIOL 184](#)
  - [BIOL 186](#)

### REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION



#### **(a) Textbook (required)**

**Eagleman, D., & Downar, J. (2023). Brain and Behavior: A Cognitive Neuroscience Perspective (Second Edition). Oxford University Press.**

For sale at UVic Bookstore bundled with Sylvius (Digital: \$95.95, Physical: \$221). **Note:** Only the digital copy of the textbook comes with additional study resources (website link below). The physical textbook does not support additional study resources!

**Companion website:** <https://learninglink.oup.com/access/eagleman2e-student-resources>

**(b) Web App:** Williams, S. M., & White, L. E. (2013). Sylvius 4 Online: An Interactive Atlas and Visual Glossary of Human Neuroanatomy. Sinauer Associates, Inc.

**Included with purchase of digital/physical textbook at UVic Bookstore! Also, for sale stand-alone at bookstore (\$34.95). Website:**

<https://learninglink.oup.com/access/sylvius-4-online-access>

Additionally, optional course materials may be uploaded to Brightspace for some topics.

### **Course Website**

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

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

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

WEEK	DATES	ASSIGNMENTS/DEADLINES	CHAPTERS
1	Jan 5-9		Welcome & Introduction Ch. 1
2	Jan 12-16		Foundation: Neurons Ch. 3
3	Jan 19-23	Lab #1 (Neurons) due Tuesday Jan 20 by 10PM	Foundation: Brains Ch. 2
4	Jan 26-30	Lab #2 (Brains) due Tuesday Jan 27 by 10PM <b>Exam #1 Friday Jan 30</b>	
5	Feb 2-6		Perception Chs. 4, 5, 6
6	Feb 9-13	Lab #3 (Perception) due Tuesday Feb 10 by 10PM	
7	<b>Feb 16-20 NO CLASS SPRING BREAK</b>		
8	Feb 23-27		Action Ch 7
9	Mar 2-6	Lab #4 (Action) due Tuesday Mar 3 by 10PM <b>Exam #2 Friday March 6</b>	Attention Ch 8
10	Mar 9-13		
11	Mar 16-20	Lab #5 (Attention) due Tuesday Mar 17 by 10PM	LTM Ch 9
12	Mar 23-27	Lab #6 (LTM) due Tuesday Mar 24 by 10PM	Decision Making Chs 12, 14
13	Mar 30-Apr 3	Lab #7 (Decision Making) due Tuesday Mar 31 by 10PM Active Learning Assignment due Tues Mar 31 (in-class) <b>Exam #3 Wednesday April 1</b>	Special Topic: TBA (Active Learning Assignment)

LAST DAY TO DROP COURSE WITH 100% FEE REDUCTION: JAN 18<sup>TH</sup>

LAST DAY TO DROP COURSE WITH 50% FEE REDUCTION: FEB 8<sup>TH</sup>

LAST DAY FOR WITHDRAW WITHOUT PENALTY OF FAILURE: FEB 28<sup>TH</sup>

STUDENTS REGISTERED WITH THE CENTRE FOR ACCESSIBLE LEARNING (CAL) WHO COMPLETE QUIZZES, TESTS, AND EXAMS WITH ACADEMIC ACCOMMODATIONS HAVE BOOKING PROCEDURES AND DEADLINES WITH CAL WHERE ADVANCED NOTICED IS REQUIRED. DEADLINES CAN BE REVIEWED AT

[HTTPS://WWW.UVIC.CA/ACCESSIBLE-LEARNING/STUDENTS/EXAMS/INDEX.PHP](https://www.uvic.ca/accessible-learning/students/exams/index.php)

## EVALUATION OF LEARNING

DESCRIPTION	DUE DATE	WEIGHTING
Exams (3 non-cumulative exams);	Jan 30, Mar 6, Apr 1	60%
Lab Activities	Jan 20, 27, Feb 10, Mar 3, 17, 24, 31	28%
Active Learning Assignment	Mar 31	7%
Participation and low-stakes writing	ongoing	5%
Bonus: Research Participation OR Article Review	Apr 1	+2%
<p>If you are concerned about a grade you have received for an evaluation, please arrange a meeting with the TA or Carrie as soon as possible.</p>		TOTAL 100%

## BREAKDOWN OF STUDENT ASSESSMENT

Note: 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 (i.e., the exams) and not for non-essential course components.

**Exams (Exam 1 = 22%, Exam 2 = 23%, Exam 3 = 15%) = 60% of final grade**

**\*NOTE: You must complete all three exams; failure to do so means you have not completed a major course requirement and will receive a N mark (failure due to not completing a course requirement) for the course regardless of the cumulative percentage of all other elements in the course. N is a failing grade and factors into GPA as a value of 0.**

You will write three in-class exams during this course. **All course material is testable** (lectures, textbook chapters, additional course readings). The format of all three exams will be a combination of multiple choice and short or long answer questions. Each exam will cover only material since the previous exam (i.e., they are not cumulative) though exam #3 may feature a long answer question that highlights broader themes covered throughout the course. All grades will be posted on Brightspace ~7-10 days following each exam. Note: there is **no exam during the final exam period.**

**Policy on Missed Exams:**

If you miss an exam for a valid reason (e.g., illness, accident, family affliction, or conflicting responsibilities) you must send me an email as soon as possible indicating that you will/have missed the exam and the reason for it. Students are not required to provide documentation to support their request for academic concession, unless it is for conflicting responsibilities. **For missed Midterm Exams you will be scheduled for a make-up exam through the Department.** If you are unable to attend the last Exam, you may need to make a Request for Academic Concession through the Office of the Registrar (see the UVic Calendar for guidelines: <https://www.uvic.ca/calendar/undergrad/index.php#/policy/HjAxiGO4>). **Students who do not write all three exams will receive a grade of N in the course.**

**Labs = 28% of final grade**

Labs are intended to get you to actively engage with course content, apply learnt knowledge to different scenarios and help you solidify your learning. For each topic, there is a corresponding lab activity in Brightspace

under the Quizzes section. Each lab is worth 4% towards your final grade and you are expected to complete all the lab assignments. It is also expected that you will complete the lab activities individually, you may not use outside sources (copying answers from other students, AI sources, etc.) to complete your lab assignments. The use of unauthorized sources is a violation of the UVic policy on Academic integrity. Each lab will be available for at least 7 days and is made up of MC, short answer, matching or arithmetic questions.

### ***Policy on Missed and Late Lab Activities***

If you experience an obstacle that will prevent on-time completion, you must contact the instructor **BEFORE** the deadline to receive credit. **Unexcused missed late submissions receive a 0.**

### **Active Learning Assignment = 7% of final grade**

In class on Mar 31, students will work individually or in groups of up to three students to complete an interactive activity applying cognitive psychology concepts to everyday life. The activity will provide hands-on experience in at least one of the topic areas covered (perception, action, attention, memory, decision making) allowing students to observe, measure, and reflect on how these cognitive processes operate in real-world contexts. This exercise is intended to reinforce understanding of how cognition shapes what we see, think, and do. Additional details will be provided in class and on Brightspace closer to the date.

### ***Policy on Missed Active Learning Assignment***

It is expected that you will be in attendance to take part in this assignment. However, if you miss due a valid reason (e.g., illness, accident, family affliction, or conflicting responsibilities) you must send me an email as soon as possible indicating that you will/have missed the assignment and the reason for it. A makeup assignment will take place during the week of Apr 6-10 at the instructor's discretion.

### **Participation/Low Stakes Writing = 5% of final grade**

To promote active learning and engagement in class, we will do low stakes writing and other activities worth a small number of marks. Answers will be collected using QR codes and graded as complete or incomplete. Most classes (20-25) will have at least one of these activities. To receive the full 5% you need to participate in *at least* 80% of these activities. That is, you may miss up to 20% of the in-class questions and still receive full points in this area. **There are no opportunities to make up these points** as the level of participation required to receive maximum points is set at 80% of all assignments to allow you to occasionally miss a class and still receive the full 5%.

### **BONUS Research Participation OR Article Review = +2% Bonus**

#### ***Research Participation***

Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 30 minutes of participation will earn 0.5 credit with 2 credits required for a 2% increase in your final grade. Thus, two hours of participation would earn the full 2% extra credit.

For details on participating in research studies, go to the Department of Psychology web site:

(<https://www.uvic.ca/socialsciences/psychology/research/participants/>), click on the **Research Participation (PRP) website** link near the top of the page, then follow the instructions for participating in the system. You must be sure to assign your credits to this course (**PSYC 251 A02**) no later than the last day of class (Apr 2<sup>nd</sup>), otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason but still wish to have the opportunity to earn the extra 2%, you may contact our course TA, no later than **February 25<sup>th</sup>** to arrange for an alternative option involving a written article review (see below).

#### ***Article Review***

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing a review (2 pages double spaced) of a journal article reporting original research relevant to the *application of cognitive psychology to a current problem or issue*. **Journal articles must be from 2023 or newer, older articles will not be accepted.** The review will be worth 2% of extra credit and only one review will be accepted. **Please email the course TA by February 25<sup>th</sup> if you wish to choose this option and include your chosen research article so that she can approve it.** **NOTE:** The same journal article must **NOT** be used for any other assignments in this course. You will **NOT** receive any extra credit if the same article is used for another assignment. To receive credit, you must follow these guidelines:

- Completed reviews must be submitted via the Assignments section in Brightspace no later than 10:00pm on the last day of class (**Apr 2<sup>nd</sup>**). Late submissions will NOT be accepted under ANY circumstances.
- Reviews must be typed, formatted in APA style, and saved as a .PDF.
- You MUST include a copy of your article, attached after the References section or submitted as a separate .PDF file.
- Fully identify the title, author(s), source, and year of the article. The article must be included as a stable link in your References section.
- Clearly summarize the psychological concepts in the article, the reported results, and the implications of the results. Critically evaluate the application of cognitive concepts to a specific problem or issue. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

#### COURSE GUIDELINES & EXPECTATIONS

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

#### What Students can Expect from Me

**I am available to help:** I am available to help via e-mail and during office hours. For e-mail, please include **"PSYC 251: [brief description of your email]"** in your subject heading and **before you compose your e-mail, check the course syllabus, notes, with your classmates, and on Brightspace for the answer to your question.** During the week, expect a response from me within ~24 hours (~48 hours on weekends). If you have not heard back, please send me a gentle reminder email 48 hours after your initial inquiry or catch me in class.

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

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

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

**We will give and receive feedback.** The TA and I will provide feedback on exams and labs and we are happy to meet with you during office hours to discuss the feedback. We're also open to receiving constructive feedback about your experiences within the course.

### What I Expect from Students

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

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

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

### *Student Experience of Learning (SEL)*

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

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

**Let us know if there are any special circumstances.** We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please contact the Centre for Accessible Learning (formerly RCSD), <https://www.uvic.ca/services/cal/online-services/register/index.php>

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

### SUPPORTING AN EFFECTIVE LEARNING ENVIRONMENT

Please read through the course outline carefully. It contains a lot of useful information and likely answers a lot of questions related to what is expected for this course. If you still have questions or any other concerns about this course, please approach us as soon as possible! We are happy to assist you wherever possible, and we want all students in this course to feel supported. For any concerns that are urgent or of a sensitive nature please contact us via email and we can arrange a meeting which is most comfortable for you (email, text-chat, audio call, or video conference). If sending an email, remember to please include “PSYC 251” along with other relevant information in the subject line to prevent emails from being accidentally sent to an incorrect folder. We will respond as promptly as possible, if you do not hear from us within 48 hours, please send a gentle reminder email.

**RESPECT FOR DIVERSITY**

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

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.

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

UNIVERSITY OF VICTORIA  
Department of Psychology  
Important Course Policy Information  
Spring Session 2026

### Accessible Learning

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### 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](mailto: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](mailto: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 class<sup>1</sup>. 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.

## 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 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/>.

<sup>1</sup> 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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](https://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](http://uvss.ca)!

Academic Important Dates

[Spring session – second term \(January – April\)](#)

- Monday, January 5<sup>th</sup> Second term classes begin for all faculties
- Sunday, January 18<sup>th</sup> Last day for 100% reduction of tuition fees for standard second term courses. 50% of tuition fees will be assessed for courses dropped after this date.
- Wednesday, January 21<sup>st</sup> Last day for adding courses that begin in the second term
- Saturday, January 31<sup>st</sup> Last day for paying second term fees without penalty
- Sunday, February 8<sup>th</sup> Last day for 50% reduction of tuition fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date.
- Monday, February 16<sup>th</sup> University Closed (Family Day)
- February 16<sup>th</sup> - 20<sup>th</sup> Reading Break for all faculties
- Saturday, February 28<sup>th</sup> Last day for withdrawing from full year and second term courses without penalty of failure
- Monday, March 9<sup>th</sup> First registration date for Summer Session 2026
- Thursday, April 2<sup>nd</sup> Last day of classes for all faculties
- Tuesday, April 7<sup>th</sup> Examinations begin for all faculties
- Wednesday, April 22<sup>nd</sup> Examinations end for all faculties

**Add and drop dates for standard 2025-2026 Winter Session courses**

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 3	Dec 3	Sep 16	Sep 19	Oct 7	Oct 31
Second term	Jan 5	Apr 2	Jan 18	Jan 21	Feb 8	Feb 28



# 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/](http://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](http://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](mailto:eqhr01@uvic.ca)

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