



University of Victoria, Faculty of Social Sciences, Department of Psychology
PSYCHOLOGY 300A (A01 & A04)
Statistical Methods in Psychology I

Term: Fall 2026
CRN: 13026 (A01) 13029 (A04), **Units:** 1.5
Lecture Time:
Section A01:
Section A04:

Room:
Please only attend your registered section.

Instructor: Dr. Chad Williams (He/Him)

Email:

Office:

Office Hours:

See the communications and support section

Teaching Assistants:

Lab: Check the academic calendar to find the time for which you signed up. See lab Brightspaces for more information.

TERRITORY ACKNOWLEDGEMENT

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

LEARNING GOALS

BY THE END OF THE COURSE, STUDENTS SHOULD BE ABLE TO...
EXPLAIN WHICH STATISTICAL ANALYSES TO CONDUCT FOR A GIVEN STUDY DESIGN. EXPLAIN THE LOGIC AND THEORY BEHIND EACH ANALYSIS.
CALCULATE THE APPROPRIATE STATISTIC FOR THE APPROPRIATE PURPOSE. APPLY YOUR UNDERSTANDING OF STATISTICS TO ANSWER VARIOUS RESEARCH QUESTIONS.
EXAMINE, COMPARE, AND CONTRAST DIFFERENT TYPES OF STUDY DESIGNS AND ANALYSES. ORGANIZE, STRUCTURE, AND ANALYZE DATA.
EVALUATE THE QUALITY OF STATISTICAL ANALYSES THAT HAVE BEEN ALREADY CONDUCTED. THINK CRITICALLY ABOUT DATA AND ANALYSES. DECIDE THE BEST COURSE OF ACTION TO PROCEED WITH. DRAW CORRECT CONCLUSIONS BASED ON EVIDENCE.
CONVEY RESEARCH IDEAS AND RESEARCH FINDINGS IN WRITTEN COMMUNICATION. COMMUNICATE THE RESULTS OF AN ANALYSIS IN A CLEAR AND CONCISE MANNER.

FOSTERING A SUPPORTIVE LEARNING ENVIRONMENT

In my classroom, there are a few policies meant to help support you and your mental health. These are outlined in this section – please make sure to read these policies carefully.

WELLNESS STATEMENT

Please always put your health first. I understand that there is a lot of pressure on university students, and I want you to always remember that you need to consider your physical and mental well-being with the highest regard. I am here to support you in this class and offer that you may reach out to me if you are struggling with mental health to potentially adapt the course to your needs (e.g., flexible deadlines). If you need support, the University of Victoria has resources that you may want to take advantage of (see the UVic Support and Resources Section below). Please, take care.

FLEXIBLE DEADLINES

This policy is an initiative that I've seen reduce stress and help students perform at their best. I understand that deadlines can be challenging, so instead of extensions, the course includes built-in flexibility. For example, although there are 8 assignments, only your best 6 will count toward your final grade. Similar flexibility applies across all assessments. This flexibility is meant to support you, not replace good time management. If you find yourself relying on this policy often, take it as an opportunity to reflect on your habits and adjust so that you can better stay on track. If you need more support than this policy allows, reach out – I'm open to discussing possible adaptations, though changes to the course structure are not guaranteed. *Note: This policy does not apply to lab work— please see the lab syllabus for more details.*

DISCLOSURE POLICY

You are never required to disclose any personal information about yourself to me for any reason. Students often feel that to receive special accommodation, such as rescheduling an assignment, they must share details about their personal lives. Although you may need to provide general reasoning (e.g., illness) for some accommodations, specific details are not necessary. Your personal life is your own, and you have every right to keep it private.

ONGOING FEEDBACK

I want this course to work well for all of you. To help with that, I'll provide an anonymous feedback form (linked on Brightspace) where you can share suggestions or concerns throughout the semester. When possible, I'll make adjustments based on your input—this process has been incredibly helpful in past courses for both students and myself. I may not be able to address every issue, but I'll always do my best. I just ask that feedback remains respectful—this helps me maintain my own well-being while supporting yours.

DIVERSITY AND INCLUSION STATEMENT

The University of Victoria embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated. Please also consult the **UVic equity policy**: www.uvic.ca/equity/index.php.

COURSE DETAILS

CALENDAR DESCRIPTION

This course provides a conceptual and practical understanding of descriptive and inferential statistics as applied to psychological research. With an understanding of the core statistical concepts learned in this course, students will develop their skills to evaluate and carry out statistical analyses in psychology and become critical consumers of scientific claims.

TOPICS COVERED

Visual & numerical description of univariate & bivariate data, including correlation and regression; probability theory as it relates to inferential analysis; hypothesis testing; application of z-test and t-tests to single sample designs; communication of statistical findings.

CLASS STRUCTURE

Each week will include 2 lectures, each 80 minutes long, where we will focus on course content. There will also be labs, which will include guided activities for you to practice and apply the course content. You must attend the lab section you are registered in. You will be able to ask questions during lectures and labs. Please note that students are expected to attend lectures and labs and that lecture slides are not an adequate substitute for attending class.

PREREQUISITES AND REGISTRATION

PSYC 201 and the Academic Writing Requirement (AWR) fulfilled. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program. Students are responsible for checking their registration status by the add/drop deadline.

INSTRUCTOR EXPECTATIONS

I feel it is necessary to outline what you may expect of me. In the *Fostering a Supportive Learning Environment* statements above, I briefly describe that I strive to provide a safe and positive environment for all students. Thus, you may expect me to treat everyone with respect. In addition, I will ensure that I am always timely with class as well as with scheduled office hours and meetings. You may also expect me to provide you with examples and rubrics for your exams and assignments with ample time so that you may not only prepare yourself adequately but also keep these in mind as we progress through class. Finally, I will do my best to promptly provide you with feedback on your exams and assignments to ensure that we have enough time to discuss my comments if needed.

TEXTBOOK AND EQUIPMENT

REQUIRED TEXTBOOK

There is no required textbook for this class – the lecture slides will serve as a supplement to a textbook.

BRIGHTSPACE

All material for this course, and student evaluations, will be through Brightspace (bright.uvic.ca). This will include materials such as lecture resources, assignments, quizzes, exam rubrics, and more.

CALCULATOR

You will need a scientific (non-graphing) calculator for this course to be able to work on problems. It is recommended that the calculator have exponents, brackets, square root, etc., which are standard functions on a scientific calculator.

IClicker

Both the first and second-generation iClickers can be used. See the assessment section below for more information about how we will use iClickers and how to register yours for this class.

SCHEDULE

<u>WK.</u>	<u>DAY</u>	<u>DATE</u>	<u>UNIT</u>	<u>TOPIC</u>	<u>ASSIGNMENTS</u> DUE AT 11:59PM	<u>QUIZZES</u> DUE AT 11:59PM
1	THU	SEP 10		INTRODUCTION		
2	MON	SEP 14	1.1	BASICS OF MEASUREMENTS		
2	THU	SEP 17	1.2	FREQUENCY DISTRIBUTIONS		
3	MON	SEP 21	1.3	CENTRAL TENDENCY & VARIABILITY	ASSIGN. 1	
3	THU	SEP 24	1.3	CENTRAL TENDENCY & VARIABILITY		
4	MON	SEP 28		REVIEW	ASSIGN. 2	QUIZ 1
4	THU	OCT 1		MIDTERM 1		
5	MON	OCT 5	2.1	CORRELATION		
5	THU	OCT 8	2.1	CORRELATION		
6	MON	OCT 12		NO CLASS (THANKSGIVING)		
6	THU	OCT 15	2.2	REGRESSION	ASSIGN. 3	
7	MON	OCT 19	2.2	REGRESSION		
7	THU	OCT 22		REVIEW	ASSIGN. 4	QUIZ 2
8	MON	OCT 26		MIDTERM 2		
8	THU	OCT 29	3.1	THE STANDARD NORMAL DISTRIBUTION		
9	MON	NOV 2	3.2	POPULATIONS, SAMPLES, AND SAMPLING		
9	THU	NOV 5	3.3	HYPOTHESIS TESTING	ASSIGN. 5	
10	MON	NOV 9		NO CLASS (READING BREAK)		
10	THU	NOV 12		REVIEW	ASSIGN. 6	QUIZ 3
11	MON	NOV 16		MIDTERM 3		
11	THU	NOV 19	4.1	SAMPLING DISTRIBUTION OF THE MEAN		
12	MON	NOV 23	4.2	SINGLE SAMPLE Z-TEST		
12	THU	NOV 26	4.3	SINGLE SAMPLE T-TEST	ASSIGN. 7	
13	MON	NOV 30	4.3	SINGLE SAMPLE T-TEST		
13	THU	DEC 3		REVIEW	ASSIGN. 8	QUIZ 4
14	MON	DEC 7		NO CLASS (NATIONAL DAY OF REMEMBRANCE AND ACTION ON VIOLENCE AGAINST WOMEN)		
	FORMAL EXAM PERIOD			FINAL EXAM		

ASSIGNMENTS AND EVALUATION

For tips and tricks on how to pass a stats course, check out my video
[How to Pass a Stats Class: Adopt These Habits!](#)

COURSE EVALUATION

EXAMS: 75%

MIDTERM 1: 15%
 MIDTERM 2: 15%
 MIDTERM 3: 15%
 FINAL: 30%

COURSEWORK: 15%

ASSIGNMENTS: 6%
 QUIZZES: 9%

BONUS (OPTIONAL): +3%

IClicker: +3%

LABS: 10%

LAB ASSIGNMENTS: 10%

COURSE COMPLETION REQUIREMENTS

You must complete at least 2 midterm exams and the final exam. Failure to complete one or more of these requirements will result in a grade of “N”, which is a failing grade and factors into a 0 GPA value. Labs are also mandatory, and you must get a passing grade (50% or higher) in the lab portion of the course. If you do not get a passing grade in the labs, you will be ineligible to write the final exam and will receive a failing grade “F” in the course regardless of your performance on the rest of the material. 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.

EXAMS

There are a total of three midterm exams and one final exam all together worth 75% of your final mark. All midterm exams will be written in-person during regular class hours and will last 75 minutes. These exams will be designed as 50-minute exams. The final exam will be scheduled during the formal exam period. This exam will last 3 hours and will be designed as a 2-hour exam. The midterm exams will only focus on the course content since the last midterm (although statistics consistently builds on itself, so in a way they will be cumulative). The final exam will focus on course content since the last midterm but will also include a portion that contains additional conceptual questions drawn from the entire course (so, this portion is cumulative in the traditional sense). All grades will be posted on BrightSpace following each exam. It is your responsibility to check this posting to ensure the grade is correct. You must complete at least two midterms and the final exam or else you will receive an “N” in the course.

MISSED MIDTERM EXAMS

You are responsible for attending exams as scheduled. **No make-up exams will be given.** If you miss one of the midterm exams due to **illness, accident, or family affliction**, you must contact me as soon as possible to indicate that you have missed the exam, and the reason for it (see my Privacy Policy). Students are not required to provide documentation to support their request for academic concession (e.g., medical notes). If you miss a midterm exam due to illness, accident, or family affliction, then your grade for the missed exam will be equally transferred to the remaining midterm and final exams. For example, if you miss midterm exam 1 (which is originally 15% of the final grade), then midterm exam 2 and 3 will each be worth 20% and the final exam will be worth 35% of your final grade. Students who miss two midterm exams, or the final exam, will earn a grade of “N” in the course as they will be deemed to have missed too much of the course material to have met course completion requirements.

MISSED FINAL EXAM

If you are unable to attend the final exam, you must apply to Records Services for a “Request for Academic Concession”, typically within 10 working days of the exam date. If an academic concession is granted for the final exam, an alternative date to write the make up exam must be arranged with me. If you do not take the final exam, you will earn an “N” in this course regardless of the course percentage earned up until the exam. The final exam **must be taken**.

ASSIGNMENTS

The goal of the assignments is to get students to practice applying what they are learning in class. There will be 8 homework assignments over the term, and they will be **due at 11:59PM** on the due date (see Schedule). The two lowest scores across all your assignments will be dropped and so only the 6 best scores will count towards your grade (each worth 1% of your final grade). Assignment questions will be assigned and graded automatically on Brightspace. Students can complete the assignments in groups; however, each person must submit their own answers on Brightspace.

QUIZZES

The goal of quizzes is to help you gauge your own understanding of course concepts. There will be 4 quizzes in the term, all of which are **due at 11:59PM** on the due date (see Schedule). The intent here is that the quizzes provide you with feedback on what content you know and where you lack. Quiz questions will be assigned and graded automatically on Brightspace. You can attempt each quiz up to three times while it is open and your final grade for any quiz will be the highest score of your quiz attempts. The quiz with the lowest score across all of your quizzes will be dropped and so only the 3 best scores will count towards your grade (each worth 3% of your final grade). As these quizzes are meant to help you address your own knowledge, they must be completed individually (i.e., students cannot work collaboratively on quizzes). Note that all quizzes that have been started will be submitted and will count as attempts.

iCLICKERS (OPTIONAL)

To help me assess whether the material is coming through clearly, our live lectures will include iClicker questions to gauge your understanding. If the majority of the class answers a question correctly, we’ll move forward. If not, we’ll pause to revisit the concept and clarify any confusion. Participation is optional but can earn you up to a 3% bonus in the course—equivalent to an entire letter grade. This bonus is based on participation, not accuracy, and will be evenly distributed across all lectures (except for the introduction, review and exam days). To receive the bonus for a given lecture, you must respond to at least half of the iClicker questions during that session.

You will need an iClicker Personal Response System. You can choose to purchase the iClicker device (new or used) or the iClicker Student app subscription or at the bookstore.

iCLICKER DEVICE: Both the first and second-generation iClickers can be used. In order to earn participation points, you must register your iClicker using the following steps:

1. Log into the UVic portal (<http://www.uvic.ca/>)
2. Click on: My page
3. Student Services
4. Scroll down to Tools and Forms
5. Select iClicker
6. Enter your iClicker’s serial number
7. Click submit

Note that iClicker serial numbers do not contain letter O’s, only number 0’s. For FAQ about the iClicker, see: <http://elearning.uvic.ca/iclicker/students>.

PSYC 300A Course Outline, version 1

IClicker Student App: Here are the steps to acquiring the app and registering for the course:

1. Create an account (<https://student.iclicker.com/#/login>) with your campus email address and enter your correct V-number to the profile section.
2. Download the iClicker Student app iOS or Android app from your iTunes or Play Store.
3. Enter your access code (received when you purchase an iClicker Student app subscription from the store).
4. Log into your iClicker account using a web browser (access codes cannot be entered via smartphone or tablet apps). If you are using a smartphone or tablet, simply use the web browser on your device to follow the registration guidelines.

To continue onto registration: click the “Menu” icon in the upper left corner, select “Subscriptions”, click “Polling”, click “Enter Access Code”, type in the code, and click “Submit”.

LABS

The goal of labs is to get hands-on practical experience so that students can deeply integrate the course material and learn from fellow class members. To complete labs, you will work in groups of 4-5 students during lab sessions. Each group will hand in one lab assignment at the end of each lab session. Each group member is expected to contribute equally to the submitted product. If a person has concerns regarding the contribution of one or more members of the group, they should speak to their lab instructor; it may be possible to request re-assignment to a different group. Students are expected to come to lab sessions prepared. There will be 11 lab sessions in total with 7 content labs and 4 programming labs. Students’ lowest content lab and lowest programming lab will be dropped such that the best 6/7 content labs (6.66% of final grade) and the best 3/4 programming labs (3.33% of final grade) will count towards the final lab grade. This will allow you to miss up to two lab sessions without penalty. There are no make-ups for labs.

Labs in PSYC 300A are mandatory, and you must get a passing grade (50% or higher) in the lab portion of the course. If you do not get a passing grade in the labs, you will be ineligible to write the final exam and will receive a failing grade “F” in the course regardless of your performance on the rest of the material.

The programming labs will cover how to run statistics using the R programming language. Although in no way required for this course, you might want to check out my [Get R Done | R Tutorial](#) YouTube Series, which will set you up for success for dealing with R and these assignments.

COMPUTER AND SOFTWARE

For the Labs of this course, you will need a laptop with R and R Studio installed. See the lab syllabus for more details.

COMMUNICATION AND SUPPORT

In general, it's always best to start by looking through this syllabus and Brightspace to find the answer to your questions.

PERSONAL QUESTIONS

Questions of a personal nature (e.g., extensions, accessibility) should be directed to me via email. Be sure to read my privacy policy in the Fostering a Supportive Learning Environment section to know my expectations.

QUESTIONS TIMELINES

It's important that you ask your questions as early as possible. I will outline a few methods to ask questions in order of fastest to slowest response times. However, questions being asked right before due dates and such are unlikely to be answered in the timeline you need.

DURING CLASS TIME (IMMEDIATE RESPONSES)

You're encouraged to ask questions during lectures and labs – chances are, others have the same question. If something is unclear and no one asks, I won't know to clarify it, which can leave you and your classmates behind. If time allows, feel free to come speak with me before or after class, or during our mid-class break.

DISCUSSION BOARD (FAST RESPONSES)

Outside of class, the first place to ask questions is our Brightspace discussion board. These boards are incredibly useful because answers are posted – so if someone else has the same question, they can find the answer easily. They also give you the opportunity to help one another, which is a scientifically supported way to reinforce your own understanding. While participation is not required, contributing to the discussion is highly encouraged. I monitor the board closely and will respond when I can. If another student answers your question, I'll follow up to confirm the accuracy of their response. While I'm always happy to meet with students, I believe that fostering an active online community is one of the most effective ways for everyone to learn. Plus, it allows me to respond asynchronously and dedicate more time to creating resources to support your learning.

OFFICE HOURS (MEDIUM RESPONSES)

You are welcome to join me at office hours to discuss your questions. If appropriate, I still urge you to ask your questions on the discussion board first. Office hours are in-person and first-come-first-serve. Office hours will take place in my office (Cornett A183).

EMAIL AND APPOINTMENTS (SLOW RESPONSES)

Finally, if the discussion board and office hours do not work to answer your questions, you can contact me via email to ask asynchronously, or else to schedule an appointment outside of office hours. This can be the slowest way to get an answer (it can take days to get a response), depending on the complexity of the question and how busy I am. When emailing me, please include the course in the subject line (i.e., Psyc 300A), and use your UVic email (or else the email may go to spam).

ADDITIONAL RESOURCES

STATS PROBLEM GENERATOR

The [Stats Problem Generator](#) is a browser-based app I created to support you in learning to conduct computations in this course. The generator randomly produces a dataset of numbers for you to practice your computations on and then provides you with the answers when you are ready. Because it was built using a random number generator, it can provide a literal infinite amount of practice questions. My past students have indicated that this resource has been invaluable for their learning, so be sure to give it a try. I will provide you with more details in class and on Brightspace, but it is live so feel free to check it out at any time.

GET R DONE TUTORIAL SERIES

My [Get R Done](#) tutorial series was designed to help students learn R in the quickest and simplest way possible. I built this tutorial series with this and related courses in mind, so it will be heavily applicable to our content but, most importantly, your labs. It covers the majority (if not all) topics covered in Psyc 300A and 300B but also covers topics beyond these. I have built them so that they are very short videos (generally under 5 minutes) that get to the point right away. In all these tutorials we generate data, so there is no need to download datasets and such to follow along with the video, making it more accessible.

SPEEDING UP COMPUTATIONS IN EXCEL

When practicing our computations (for example with the stats problem generator), you will often find yourself hitting a wall where you have to go through a bunch of now-easy computations to get to the more difficult ones you are trying to practice. Excel is a great way to circumvent this because you can use it to automatically compute the part of the question that you don't need to practice. Check out my video [Using Excel to Speed up Calculations](#) where I walk you through how to best use Excel to speed up the computations you don't need to practice but also to provide good sanity checks along the way while computing by hand. This is one video of a playlist called [How to Pass a Stats Class](#). This playlist will have some useful videos to help you learn along the way but is quite underdeveloped. So, unlike my Get R Done series, which is full and complete, this playlist is mostly just a small collection of content that I have put together over the years.

INTERACTIVE STATISTICAL DEMONSTRATIONS

Some concepts can be quite abstract and difficult to visualize. As such, a UVic professor, David Medler, has built the [Interactive Statistical Demonstrations](#) app, which visualizes some of the more difficult concepts in this class.

WHAT ELSE?

Do you have suggestions on other resources I can build or share? Let me know! If you have good resources that you know about, add them to the Brightspace discussion board. If you have good ideas on resources that would be useful in this class, feel free to let me know—I can't promise that I will have the time to build them, but maybe I can.

UNIVERSITY OF VICTORIA

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

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to adhere to the [Senate Policy on Academic Integrity](#).

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

As per the student academic integrity [website](#):

“Academic integrity is built on honesty, respect, and fairness. Students, faculty, and staff at UVic are members of an intellectual community. As such, it’s expected that we’ll adhere to ethical values in all our learning, teaching, and research.”

This policy is in place to ensure that students’ work is being evaluated fairly and that students carry out and benefit from the learning activities assigned in each course.

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 another person or a Content Generator. 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 or Content Generator.** The use of an Editor or Content Generator is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission without Prior Permission.** 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 Work, 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.** 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 can take actions 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 university approved tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected academic integrity violations, instructors will follow prescribed procedures for alleged academic dishonesty. If academic dishonesty is likely, instructors can take steps consistent with the degree of the offence (see the academic integrity section on [policy violations](#)).

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2026.

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

Other useful resources on Plagiarism and Cheating include:

1. The student academic integrity website: <https://www.uvic.ca/students/academics/academic-integrity/>
2. 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.

3. UVic Library Resources: <https://www.uvic.ca/library/research-learning/citation-help/academic-integrity/index.php>
4. 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, Indigenous cultural or community obligations, 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

[UVic LEARN](#) is the student support portal for a full range of student academic and support services. Other resources for students include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Student Wellness Centre](#), [Indigenous Student Services](#), [Library](#), [Community Engaged Learning](#), [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

Fall session – first term (September – December)

Wednesday, September 9 th	First term classes begin for all faculties
Tuesday, September 22 nd	Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 25 th	Last day for adding courses that begin in the first term
Wednesday, September 30 th	Last day for paying first term fees without penalty
Wednesday, September 30 th	University Closed (National Day for Truth and Reconciliation)
Monday, October 12 th	University Closed (Thanksgiving Day)
Tuesday, October 13 th	Last day for 50% reduction of tuition fees for standard courses
Saturday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
November 9 th - 11 th	Reading Break for all faculties
Wednesday, November 11 th	University Closed (Remembrance Day)
Monday, December 7 th	Last day of classes in first term for all faculties
Monday, December 7 th	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Thursday, December 10 th	First term examinations begin for all faculties
Wednesday, December 23 rd	First term examinations end for all faculties
December 25 th - 31 st	University Closed (Winter Break)

Add and drop dates for standard 2026-2027 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 9	Dec 7	Sep 22	Sep 25	Oct 13	Oct 31
Second term	Jan 6	Apr 7	Jan 19	Jan 22	Feb 9	Feb 28

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/>