

Statistical Methods in Psychology II PSYC 300B 03 (CRN 22774) Spring 2026: January-April

Territory Acknowledgement



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

When and Where is Class?



Lectures	When: See department website and/or Brightspace for this information Where: See department website and/or Brightspace for this information Note: Sessions in this course may be recorded and posted in Brightspace to allow students who are not able to attend to watch later. Please note that recordings are not guaranteed, and glitches may occur that prevent recordings from being possible or diminish the quality of the recording. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording, please contact privacyinfo@uvic.ca .
Labs	Check the academic calendar to find the date and time for which you signed up.

Meet Your Teaching Team

See Brightspace for information about your professor and TA as well as office hour information.

Course Description and Prerequisites



Prerequisite: Completion of PSYC300A with a minimum grade of 50%.







Description: This course provides a conceptual and practical understanding of statistical analyses applied to research designs with one, two, and more than two groups. Students will develop their skills to evaluate and carry out statistical analyses in psychology. Students will analyze a data set with statistical software using the appropriate statistical procedures and prepare a research report.



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 apply the course content by using relevant statistical software. You must attend the lecture and lab section you are registered in. You will be able to ask questions during lectures and labs. You may also ask questions and provide feedback anonymously (see below). Please note that students are expected to attend lectures and labs and that lecture slides are not an adequate substitute for attending lectures and labs.



Learning Goals

By the end of the course, you will...	
Understand 	Explain which statistical analyses to conduct for a given study design. Explain the logic and theory behind each analysis.
Apply 	Calculate the appropriate statistic for the appropriate purpose. Apply your understanding of statistics to answer various research questions.
Analyze 	Examine, compare, and contrast different types of study designs and analyses. Organize, structure, and analyze data. Use statistical software to explore and analyze a data set to answer a research question
Evaluate 	Evaluate the quality of statistical analyses that have already been conducted. Think critically about data and analyses. Decide the best course of action to proceed with. Draw correct conclusions based on evidence.
Create 	Design and execute a plan for conducting analyses about a novel research question.
Communicate 	Convey research ideas and research findings in written communication. Communicate the results of an analysis in a clear and concise manner.

Course Resources and Required Materials

There is no textbook required for this course. All course content will be delivered through lectures, assignments, and discussions of course concepts. If you are interested in having a supplemental text as a guide, I recommend the following **optional** texts:

1. Field, A., Miles, J., & Fields, Z. (2012). *Discovering statistics using R*. Thousand Oaks, CS: Sage Publications.
2. Navarro, D. (n.d.) *Learning statistics with R: A tutorial for psychology students and other beginners*. <https://learningstatisticswithr.com/>
3. Howell, D. C. (2017). *Fundamental statistics for behavioral sciences* (9th ed.). Wadsworth, Cengage Learning.

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.

The course website is **Brightspace** and can be found at <https://bright.uvic.ca> where all course-related information will be posted. You will need to complete the [Course Orientation, Syllabus, and Other Resources Module](#) prior to beginning the course to familiarize yourselves with the course. In general, the easiest way to find your way around the course's Brightspace page is to go to Course Home at the top left of the screen. On this page, you will find modules for all course components. By visiting the site using this method, this will ensure that you will find all relevant materials for each part of the course. Other methods of using the site may lead to missed materials.

You will need to check your University of Victoria email account **daily** for relevant updates. These can be personal emails or class-wide announcements.

[course resources are continued on the next page]



Overview: This course will involve learning about and using the statistical software called R. You will use R to analyze data during Labs and for your Research Report. Note that every student is expected to conduct analyses themselves on their personal device. You will be required to get set up with the software on your own device before your R labs begin. You will also be expected to already know how to open a dataset on your device before beginning labs. Information on setting up R and practicing opening up a dataset on your device can be found in the Labs Module on Brightspace.

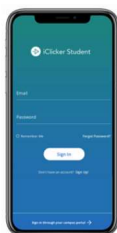
iClicker device: Both the first and second-generation iClickers can be used. In order to earn participation points, you must register your iClicker using the following steps:



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>.

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



1. If you don't already have an account, you will first need to create one on this website: <https://student.iclicker.com/#/login>. You will need to enter the email address associated with your UVic account and your correct V-number (starting with upper case V) 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). Use the web browser on your device to follow registration guidelines.
5. 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".
6. If you are not automatically added to this course, you can search "PSYC300A A02".

What to Bring to Class to be Prepared



Lecture slides will generally be posted on Brightspace before classes and it is highly recommended to bring them to class.

Notebook/paper and writing implements, even if you bring a laptop as well. We will occasionally take time for you to work on a problem in class so we can take it up after.

Scientific (but non-graphing) calculator to be able to work on problems.

iClicker to be able to engage in in-class activities and earn participation bonus points.

Laptop or tablet with R set up on it to all lab sessions.

Behavioural Expectations

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all its members and so am I. If you have any concerns regarding activities that are intrinsic to PSYC 300B, please see me in the first week of the term.

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



Course Communication and Support



As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Given that oftentimes multiple people have the same question, the professor will send out announcements to the class with answers to common questions. Below are different ways that you can find information and get support in this course:

1. Check Brightspace (i.e., syllabus, course announcements, lectures, etc.)
2. Students are welcome to ask questions during lectures and labs by raising their hand.
3. Students may speak to the professor during class time (i.e., before class and after class if time allows).
4. Students are welcome to attend the professor's office hours for one-on-one meetings.
5. Students can email the TA or the professor to set up a one-on-one meeting by appointment.
6. Students are encouraged to form study groups with fellow students and/or to work with their lab groups to study together and/or ask questions.
7. For shorter clarification questions, students can email the professor or the TA.
8. For questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), students should email the professor and can set up a one-on-one meeting if needed.



Emails: When communicating via email please adhere to the following protocols:

- Students can expect an email response within 48 hours not including weekends (if you email the night before an assignment is due with a question about the assignment, we might not see your email in time to send a helpful reply). If we have not answered your email in two business days, feel free to send a follow-up email.
- Please consult the course outline, other handouts, and the course website before submitting inquiries by email.
- If you are setting up a meeting via email, please include a variety of dates and times that would work for you in your email and allow a few days for us to get back to you.
- In the subject line indicate the course code, section number, and the topic of your email (e.g., PSYC300A 03 descriptive statistics question).
- Emails to the professor/TA should come from your UVic email account. This is because emails from other accounts sometimes end up in Junk and therefore might be missed.
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with the professor, the TA, and your fellow students.



The big picture: Ultimately, **you are not alone** in this course and the teaching team is here to support you! All you need to do is take advantage of the many resources available! We look forward to interacting with you all!

Course Feedback



You may submit feedback anonymously about the course at any time throughout the semester by completing a brief feedback form, which can be found on the [Feedback about the Course](#) link in the "Course Orientation, Syllabus, and Other Resources" module on Brightspace. You may submit feedback as many times as you would like to throughout the course. Through this, you can share with me:

- Difficulties that may arise with the comprehension of the subject matter;
- Insights on the various topics and critical reflections;
- Positive experiences that you are having in the course and that you would like to see continue;
- Any other feedback that is relevant, constructive, respectful, and would serve to improve the content or the delivery of the lectures and make them a better learning experience.

Informative feedback is the cornerstone of a positive learning environment. As such, I will read all feedback submitted by students weekly. However, it may be impossible to reply to and incorporate all feedback received. I will follow up on the more impactful or important pieces of feedback by anonymously sharing them with the class during lecture. This will be a way to address recurring concerns or to come back on the previous week's content. Your comments are important and appreciated, and you can (and

should) always communicate directly with the professor or the TA should you feel that you require immediate attention.

Course Assessments

Component	Due Date	Weight
Homework	Weekly due at 9pm on Fri/Mon/Sat*	5%
Quizzes	Weekly due at 11:59pm on Fri/Mon/Sat *	10%
Labs	Most weeks during lab sessions	10%
Midterm Exam 1	February 2 during class time	15%
Midterm Exam 2	March 9 during class time	15%
Final Exam (cumulative)	TBD during exam period	30%
Research Project	Part 1: March 13 @ 11:59pm	15%
	Part 2: March 27 @ 11:59pm	
Bonus Student Survey	January 11 @ 11:59pm	1% bonus mark
iClicker Participation	Weekly during class time	2% max bonus marks

*See schedule on page 8 (i.e., right column in table) for exact due dates for homework and quizzes.

Homework: The goal of weekly homework is to get students to practice applying what they are learning in class. There will be 12 homework assignments over the term. I understand that sometimes we experience an off week, therefore, the lowest two scores will be dropped and only the 10 best scores will count towards your grade. Homework questions will be assigned and graded automatically on Brightspace. Students can complete the homework in groups, however, each person must submit their own answers on Brightspace. Given that we drop the lowest two homework scores, there will be no make-up for homework.

Quizzes: The goal of quizzes is to gauge students' understanding of course concepts. There will be 12 quizzes over the term. Just like with the homework, students may have an off week sometimes, therefore, the lowest two scores will be dropped and only the 10 best scores will count towards your grade. Quiz questions will be assigned and graded automatically on Brightspace. Given that these are quizzes, they must be completed individually (i.e., students cannot work collaboratively on quizzes). However, 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. Given that we drop the lowest two quiz scores, there will be no make-up for quizzes.

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 during lab sessions. Each group will hand in one lab 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 the Senior Lab Instructor and/or the Professor. Students are expected to come to lab sessions prepared with a laptop, a tablet, or another web-enabled device. There will be 10 lab sessions in total, which include 7 computer labs and 3 research project labs. Students' one lowest computer labs and one lowest research project lab will be dropped such that the best 6/7 computer labs (worth 9% of total grade), and the best 2/3 research project labs (worth 1% of total grade) will count towards the final lab grade. This will allow you to miss up to two lab sessions due to illness or other external factors without penalty. There are no make-ups for labs.

Important: please read the schedule on page 8 carefully about what to do during the first week of classes (week of January 5th) to prepare yourself for labs.

Lab Attendance: Labs are mandatory. See "Course Completion" section on page 7 for details.

Exams: Exams will cover material covered in relevant lectures, labs, homework, and quizzes. Overall, the questions in the exams are designed to not only test students' knowledge of course material, but also students' ability to apply the concepts in novel situations. The exams may be a combination of multiple choice, short answer, and long answer questions. The exams will be in person. Students are encouraged to check the grade posted to ensure that the grade is correct.

Missed Midterm Exams:

You are responsible for attending exams as scheduled. **No make-up exams will be given.**

If you miss one of Midterm Exams 1-2 due to illness, accident, or family affliction, you must contact your professor as soon as possible indicating that you have missed the exam, and the reason for it. 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 proportionally transferred to the remaining Midterm Exam and Final Exam. For example, if you miss Midterm Exam 1 (which is originally 15% of the final grade), then Midterm Exam 2 will be worth 20% and the Final Exam will be worth 40% of your final grade.

If you are missing a midterm due to **conflicting responsibility** (e.g., representing the University at an academic, artistic, or sporting event; service in the armed forces or emergency services), then documentation is required prior to the exam or midterm.

Students who miss both Midterm Exams 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 the professor. 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, unlike the midterm exams, will not be extrapolated and **must be taken**.

Research Project: The overall goal of the research project is for students to apply what they learn about data analysis to a research question using a data set. Students will be provided with a dataset. Students will then use statistical software to execute the appropriate analyses and write a final report. Students will be required to conduct all data analyses using R. The research report is meant to challenge your knowledge about course content and refine your skills in data analysis and scientific writing. An original research report is required for the successful completion of this course. This will be submitted in two parts (Part 1 and Part 2). If you do not submit the research report (i.e., Part 1 and Part 2), you will earn an “N” in this course.

Below are important recommendations for the research project:

1. I strongly encourage you to begin this project early in the semester and work on it a little bit at a time throughout the semester. This assignment is not meant to be completed in one sitting.
2. I strongly suggest that you back up your work as you are working on the assignment. There are many parts to the assignment and several things may occur that cause someone to lose their work. Therefore, it would be wise to have a backup in a different location (e.g., email, usb key, external hard drive, etc.) as you are working on the assignment. No extensions will be granted based on loss of work or other technological failures.
3. Ensure that you receive confirmation from Brightspace that your work is submitted after you click the submit button. It is your responsibility to make sure that the work is not in progress but that it is fully submitted. Furthermore, all work must be submitted on Brightspace and attachments to emails will not be accepted.
4. It is recommended that you use Microsoft Word on the University’s OneDrive (as opposed to Google Docs) as it allows students to collaborate on a single document that is secured and essentially internal to UVic.

Bonus Student Survey: A brief survey will be available for students to complete and earn 1% bonus for the course. The goal of this survey is to collect a bit of data that will be used in the course labs to practice R. This means that we will be analyzing the data in this course for the purposes of learning data analysis

using statistical software. The survey will ask a few questions about your views on streaming services and no identifying information will be collected in the main survey.

The survey is anonymous, will remain confidential, and will only be used for the purposes of this course. This survey is also voluntary, meaning that students can skip questions they do not want to answer. The survey will not be published anywhere and will not be shared with anyone outside this course. Given that this survey is worth a bonus point, students will not earn any points for completing the survey late.

iClicker Participation: iClickers are used as a way to work together through questions posed in class. When used effectively, iClickers can increase your ongoing engagement and involvement, promote a safe environment to communicate your answers, and create lively discussions in class. iClickers can also provide immediate feedback about your understanding of the class material and help us figure out how to improve your understanding of a concept.

In order to receive the full 2% bonus, students need to participate in 75% of questions posed in 75% of classes with iClicker questions. Given that these are bonus points and the level of participation required to receive maximum points is set at 75% of all classes to allow you to occasionally miss a class, skip a question at times, forget your iClicker, or run out of batteries, there are no opportunities to make up iClicker Participation points.

It is an academic infraction to use or bring another student's iClicker to class, to lend your iClicker to another student, or to click in when not present in class. This will be treated similarly to other academic infractions (such as cheating on an exam) and will be subject to university disciplinary procedures. Please remember that the iClickers provide you with an opportunity to enhance your in-class learning, and it is expected that you cooperate in making the system work to help you and your colleagues learn.

Course Completion Requirements

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

- **Complete at least one Midterm Exam**
- **Submit the Research Project (Part 1 and Part 2)**
- **Complete the Final Exam**

Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements in the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the [University's policy on academic concessions](#), "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Important information about labs: In addition, **labs are mandatory**, and students are expected to attend them. You must earn a passing grade (minimum 50% average) on the labs. If you do not earn a passing grade in the labs, you will be ineligible to write the final exam and will earn an "F" in the course regardless of your performance in the remainder of the course. Note that grades are not rounded up. Given that we drop two of the lowest lab scores, there are no make-up labs. If you are struggling with regular lab attendance, please contact the Senior Lab Instructor and the Professor as soon as possible.

Tentative Course Outline and Schedule

WEEK	DATE	TOPIC	HOMEWORK/ QUIZZES DUE
SECTION 1: HYPOTHESIS TESTING WITH 1- AND 2-SAMPLE DESIGNS, VARIABILITY EXPLAINED			
1+	Mon Jan 5	Course Introduction & Topic 1: IVs, DVs, and HT Review	*Independent prep for labs
	Thu Jan 8	Topic 1: IVs, DVs, and Hypothesis Test Review	Topic 1 Due Fri Jan 23
2	Mon Jan 12	Topic 2: Hypothesis Testing – Related Samples Design	Topic 2 Due Fri Jan 23
	Thu Jan 15	Topic 3: Hypothesis Testing – Correlation Design	Topic 3 Due Mon Jan 26
3	Mon Jan 19	Topic 4: Hypothesis Testing – Independent Samples Design	
	Thu Jan 22	Topic 4: Hypothesis Testing – Independent Samples Design	Topic 4 Due Jan Fri 30
4	Mon Jan 26	Topic 5: Variability Explained (r^2)	Topic 5 Due Jan Sat 31
	Thu Jan 29	Review/Catch-Up	
5	Mon Feb 2	Midterm Exam 1	
SECTION 2: POWER AND MULTIGROUP DESIGN (ANOVA)			
5	Thu Feb 5	Topic 6: Power	Topic 6 Due Fri Feb 13
6	Mon Feb 9	Topic 6: Power	
	Thu Feb 12	Topic 7: Hypothesis Testing – Multigroup Design (ANOVA)	Topic 7 Due Fri Feb 27
7+	Mon Feb 16	NO CLASS: READING WEEK	
	Thu Feb 19	NO CLASS: READING WEEK	
8	Mon Feb 23	Topic 7: Hypothesis Testing – Multigroup Design (ANOVA)	
	Thu Feb 26	Topic 8: Multiple Comparisons	Topic 8 Due Fri Mar 6
9	Mon Mar 2	Topic 8: Multiple Comparisons	
	Thu Mar 5	Review/Catch-Up	
10	Mon Mar 9	Midterm Exam 2	
SECTION 3: MULTIFACTORIAL DESIGNS AND NON-PARAMETRIC TESTS			
10	Thu Mar 12	Topic 9: Hypothesis Testing – Multi-Factorial Design	Topic 9 Due Mon Mar 23
11	Mon Mar 16	Topic 9: Hypothesis Testing – Multi-Factorial Design	
	Thu Mar 19	Topic 10: Interactions in Factorial Designs	Topic 10 Due Sat Mar 28
12+	Mon Mar 23	Topic 11: Analysis of Frequency Data	Topic 11 Due Sat Apr 4
	Thu Mar 26	Topic 11: Analysis of Frequency Data	
13	Mon Mar 30	Topic 12: Options when Assumptions are Violated	Topic 12 Due Fri Apr 10*
	Thu Apr 2	Review/Catch-Up	*or 2 nights prior to the final exam, whichever is sooner.
Final Exam (cumulative): Time, date, and location TBD during final exam period			

+ Week of January 5th: No in-person lab, but you must complete the “Pre-Lab” portion of the Lab Brightspace page independently. This **must be completed before attending your first in-person lab** on the week of January 12th. Week of January 12th: First in-person lab. During this lab, we will check that you have completed the necessary components of “Pre-Lab” prior to arriving at the lab.

+ No labs on weeks with an “+” sign (week 7 and 12).

January 18 is the last day to drop the course for 100% reduction of tuition fees.

January 21 is the last day to add courses.

February 8 is the last day to drop the course for 50% reduction of tuition fees.

February 28 is the last day to withdraw from the course without penalty of failure.



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/>

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/>

UNIVERSITY OF VICTORIA

Department of Psychology

Important Course Policy Information

Spring 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.

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%).

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

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

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

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

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

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Spring 2025.

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

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- Request an in-course extension**

If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the “[In-Course Extension Form](#)” and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- What to do if you miss the final exam scheduled during the formal exam period**

Apply at Records Services for a “[Request for Academic Concession](#)”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- What to do if you require additional time to complete course requirements beyond the normal term.**

Apply at Records Services for a “[Request for Academic Concession](#)”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at

<https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student 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**Spring session – second term (January – April)**

Monday, January 5 th	Second term classes begin for all faculties
Sunday, January 18 th	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 st	Last day for adding courses that begin in the second term
Saturday, January 31 st	Last day for paying second term fees without penalty
Sunday, February 8 th	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 th	University Closed (Family Day)
February 16 th - 20 th	Reading Break for all faculties
Saturday, February 28 th	Last day for withdrawing from full year and second term courses without penalty of failure
Monday, March 9 th	First registration date for Summer Session 2026
Thursday, April 2 nd	Last day of classes for all faculties
Tuesday, April 7 th	Examinations begin for all faculties
Wednesday, April 22 nd	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