

# Behavioral Interventions: Children and Adults

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**Professor:** David Polson, PhD

**Email:** <[REDACTED]> | **Office:** [REDACTED] | **Office Hours:** Mon & Weds, 3:30-4:15 pm

**Teaching Assistant (TA):** [REDACTED] <[REDACTED]>

**Course Website:** Accessible via BrightSpace < <https://bright.uvic.ca/d2l/home/432939> >

**Days / Time / Room:** Mon & Weds / 4:30-5:50 pm / [REDACTED]

**Course Pre- or corequisites:** Completed all of PSYC 201 and PSYC 260.

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## Course Content

This is a course in applied behavior analysis—behavior modification, as it is more generally known. The objective is to provide you with an appreciation and basic working knowledge of the techniques, issues, and research designs involved in applying the principles of operant and respondent conditioning to the behavior of children and adults. PSYC 338 will neither train nor certify you to be a full-fledged behavior analyst; this would require far more experience and supervision than is possible in a course of this kind. It should, however, provide you with a set of rudimentary skills to assess how environmental events can impact the behavior of yourself and others for the worse and for the better. And while you would not be qualified to apply the principles of behavior analysis to others, you could practice them on yourself to achieve self-improvement through self-control.

## Course Materials

- (1) Martin, G., & Pear, G. (2019). *Behavior modification: What it is and how to do it*. (12<sup>th</sup> ed). New York: Routledge. (purchase hardcopy; or [rent eTextbook version](#))
- (2) Study Guide (available at course website)
- (3) Unit Exercises (available at course website)
- (4) Supplemental Readings (available at course website)
- (4) Skeletal PowerPoint slides (available at course website)
- (5) Narrated PowerPoint presentations (available at course website)
- (6) *THINK FAST* computer program (optional; available at course website)

## Course Overview

This course is divided into 10 units and one bonus unit, each unit comprised of certain chapters from the Martin and Pear textbook. On “lecture” days, a chapter from the textbook is assigned as required reading. Before lecture, you are encouraged to download the skeletal PowerPoint slides for that chapter (available at the course website) and use them for notetaking purposes. During lectures, I will focus on what I deem to be the most important content from the required reading, supplementing the discussion with my own examples and perspective. Periodically, I will pose questions to the class; at the end of lecture, you will be asked to submit your written answers to those questions for credit

(see *In-Class Activities* section). Outside of class, you can review most of what was covered in each lecture by watching a narrated PowerPoint presentation about that same material (available at the course website). Some lecture days I may run out of time to finish the lecture agenda. If that is the case, as homework, you will need to watch the missing part(s) of the lecture in the corresponding narrated PowerPoint presentation, as ALL material from the lecture agenda is testable. In-Class Activities also include Class Exercises, which when scheduled, you should complete prior to class and come prepared to discuss the answers in group format.

There is an online Unit Quiz for each of the 10 units, to be written outside of class via BrightSpace, available right after the last lecture for that unit and due by midnight on the following day (see *Unit Quizzes* section). There are several Supplemental Reading Quizzes, to be written outside of class via BrightSpace, each one available after we cover the prerequisite material in class, all of which are due by April 5 (see *Supplemental Reading Quizzes* section). Finally, there are two closed-book, invigilated exams, to be written in person: Exam 1 is scheduled midway through the course (Feb 23 – note that this 1.5-hour class is extended to 2 hours) and Exam 2 is scheduled during the exam period, at a date/time and location to be announced (see *Exams* section).

Brightspace limits how I can structure the agenda for any given class day. It is very important always to be looking ahead in Brightspace to see what is required prior to the next class.

Should you have questions during the semester, first, consider posting them at the Q&A forum. Interacting with your peers is strongly encouraged, and the Q&A forum provides that opportunity; while not required, bonus points can be earned for such activity (see *Q&A Bonus* section). You can also meet with me during office hours to get an immediate response to your questions. Emailing me should be a last resort; I am limited with respect to how quickly and how much I can respond to email.

## Course Components

**Study Guide.** The *Study Guide* contains several sections for each unit. First, under the “Additional Information” section, you are presented with expanded discussions of some of the course concepts. Wherever there is a discrepancy from the textbook, the *Study Guide* should be given precedence. The second section, “Additional Study Questions,” concerns the study questions embedded in the textbook chapters. For testing purposes, unless otherwise informed here, you are responsible for knowing all the material addressed by those study questions. You are also responsible for knowing the answers to any extra study questions included in this section. The third section, called “Additional Reading,” is self-explanatory. The last two sections provide unit-related resources, including links to various websites and videos.

**In-Class Activities.** During lectures, I will intermittently pause and pose a question to the class. A response will be required on your part, typically entered and submitted via BrightSpace. If you are paying attention, you will likely find this to be an easy task. The protocol is informal, in that comparing your answers with other students is fine; it is even encouraged. A score will be assigned out of 10, partly based on your attendance and partly based on your answers to the questions posed to you in that lecture. After class, an answer key will be posted at the course website.

The **Unit Exercises** comprise another type of in-class activity. Multi-part exercises corresponding to the course units are available for you to download at the course website. Each part starts with an analysis and/or evaluation of a sample vignette. This is a model for how you should approach the remaining vignettes in the exercise. To ensure your analyses and evaluations are complete, you should follow the prescribed methods in the sample answers as closely as possible.

Whenever a Unit Exercise is scheduled in class, you are expected to come to that class prepared—that is, as homework, you should write out your answers to the exercise items in rough form and bring your notes to class. Time permitting, during class, in group format, you will be comparing your notes with each other, deciding upon the best answer to a few select items, and recording and submitting your group work via BrightSpace. After these classes, an answer key for some (but not all) exercise items will be posted at the course website. What you are asked to do in the Unit Exercises is exactly what you will be asked to do for some novel vignettes on the tests. This is a very important course component. When preparing for tests, you are encouraged to discuss the answers to any remaining exercise items with your peers outside of class via study groups and/or the Q&A forum.

Overall, In-Class Activities are worth **10%** of your final grade, with each one weighted equally. Your lowest two In-Class Activity scores will be dropped. If you miss an In-Class Activity, *for whatever reason*, it will necessarily count as one of those three lowest scores; there are no makeups or exemptions. Once you have missed two, any subsequent misses will be assigned a score of zero.

**Unit Quizzes.** There is an online quiz corresponding to each of the 10 units in the course. A Unit Quiz is based on the textbook and lecture material comprising that unit. Most Unit Quizzes consist of about 20 items, a mixture of multiple choice and true-false formats. Overall, Unit Quizzes are worth **16%** of your final grade, with each one weighted equally. Your lowest two Unit Quiz scores will be dropped. If you miss a Unit Quiz, *for whatever reason*, it will necessarily count as one of those two lowest scores; there are no makeups or exemptions. Once you have missed two, any subsequent misses will be assigned a score of zero.

Students who do the required reading and attend the lectures should be able to finish a Unit Quiz in 20 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, I can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read the textbook chapters for the very first time while writing the quiz); in that case, even two hours may not be enough time to do well. The duration of each Unit Quiz is set at 40 minutes (double time) to accommodate all students, including those registered with CAL.

For each Unit Quiz, soon after its deadline passes, the correct answers will be posted for students who wrote the quiz, which are helpful to review when preparing for the upcoming test. Importantly, because the answers become known to most students at that point, under no circumstances can a Unit Quiz be written after its deadline.

**Exams.** There are two closed-book, invigilated exams. Exam 1 covers Units 1-4 and is scheduled in class midway through the course (Feb 23 – note that this 1.5-hour class is extended to 2 hours). Exam 2 covers Units 5-10 and is scheduled during the exam period, at a date/time and location to be announced. The exams are comprised of both multiple-choice and open-ended items. Generally, the exams will be more challenging than the Unit Quizzes. Overall, the exams are worth **60%** of your final grade, with Exam 1 worth **25%** and Exam 2 worth **35%**. Exams will not be returned, although you can review yours with me during my office hours. Students registered with CAL will write their exams at CAL with their time accommodation.

**Supplemental Reading (SR) Quizzes.** These seven readings (journal articles) will put you in direct contact with published research in applied behavior analysis. Each article has been selected to highlight a certain behavioral principle or procedure. Links to the articles and the accompanying

quizzes can be found at the course website. Each SR Quiz becomes available to write soon after we cover that principle/procedure in class; however, the deadline for completing all the SR Quizzes is the same: by midnight, April 5. Your lowest two SR Quiz scores will be dropped. Overall, SR Quizzes are worth **14%** of your final grade, with one weighted equally.

**BONUS: Q&A Forum.** Interacting with your peers in this course is strongly encouraged, but it is not required. There is a Q&A forum at the course website set up for this purpose. If you make a valuable contribution to this forum, an extra **0.3%** will be added to your final grade. That might entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. Overall, you can earn up to an extra **1.5%** this way. The restriction is that you can earn credit for only one valuable contribution per week (even if you make more than one that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration. To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

**BONUS: Unit 11 Quiz.** Unit 11 consists of optional readings for three of the later chapters in the textbook, along with an optional bonus Unit Quiz about those readings. You can earn up to an extra **2%** this way, based on your quiz score.

**BONUS: Systematic Desensitization Tutorial.** Here you are to complete the online tutorial and write the accompanying online quiz. You can earn up to an extra **1.5%** this way, based on your quiz score.

**OPTIONAL: THINK FAST.** To think critically about behavior analysis, you need to be fluent with its basic facts and concepts. *THINK FAST* is a computerized flashcard program designed to help you in this regard. It includes 11 decks of cards, one deck per unit. Deck size varies from about 10 to 30 cards. In *THINK FAST*, after you select a deck, a session begins: the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible. While there are several response options, I recommend using the Type Keyword mode. For more detailed information about *THINK FAST*, see the document called "Using *THINK FAST*," available at the course website.

Research indicates that, relative to traditionally taught students, students exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate, participate in more class discussions, and have better concentration and long-term retention. Thus, working with *THINK FAST* should have positive benefits for you beyond merely memorizing the definitions. All the facts and terms covered in the *THINK FAST* comes from the required textbook readings and the lectures. Should you choose not to use *THINK FAST*, you can still access the *THINK FAST* items in a PDF document provided at the course website.

## Evaluation

In-Class Activities (2 lowest dropped)	10%
Unit Quizzes (best 8 of 10)	16%
Exam 1	25%
Exam 2	35%
SR Quizzes (best 5 of 7)	14%
<b>Bonus up to...</b>	<b>5%</b>

## Notes

- In-Class activities, Unit Quizzes, and Supplemental Reading Quizzes must be completed when due as indicated in the Class Schedule. It is unfair for some students to do work later than others, or to do no work at all, and receive the same credit or an exemption.
- If you miss an In-Class activity or a Unit Quiz *FOR WHATEVER REASON*, then it will count as one of the one(s) for that component you will be dropping. There are no makeups or exemptions, regardless of the circumstance. If you have already missed more than the allowable number you can drop, any subsequent misses will be assigned a score of zero.
- If you anticipate missing an exam (or miss an exam) due to extenuating circumstances (i.e., personal illness, family affliction, official university activities), then you must contact me beforehand (or ASAP afterwards) to discuss the situation and determine if a concession is warranted. Otherwise, there will be none. Accommodation will not be granted for travel plans.
- 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.

## Grading Scale

Grade	Grade Point Value	Percentage
A+	9	90 - 100
A	8	85 - 89
A-	7	80 - 84
B+	6	77 - 79
B	5	73 - 76
B-	4	70 - 72
C+	3	65 - 69
C	2	60 - 64
D	1	50 - 59
F	0	0 - 49

Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number.

Once your final grade is tabulated and posted, there will be no "adjustments," no matter how close you were to a particular cut-off value. So, do everything you can during the course to maximize your grade – attend ALL classes, write ALL the Unit Quizzes, write ALL the Supplementary Reading Quizzes, and take advantage of ALL opportunities for bonus points.

## N grades

Students who have completed the following elements will be considered to have completed the course and will be assigned a final grade:

- 5 or more Unit Quizzes attempted
- both exams attempted

Failure to complete any or the above will result in a grade of "N" regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student's GPA as 0. The maximum percentage that can accompany an N on a transcript is 49. In accordance with UVic's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". So, students can only request deferrals for the completion of required course components and not for non-essential course components.

## CLASS SCHEDULE

Jan 5 (M)	Introduction to course format
Jan 7 (W)	<b>UNIT 1: Introduction; Dealing with Data</b> <ul style="list-style-type: none"> <li>Required reading: Course Outline, Chapter 1</li> </ul>
Jan 12 (M)	<ul style="list-style-type: none"> <li>Required reading: Chapter 3</li> </ul>
Jan 14 (W)	<ul style="list-style-type: none"> <li>Required reading: Chapters 3, 4</li> </ul>
Jan 19 (M)	<ul style="list-style-type: none"> <li>Required reading: Chapter 4</li> <li>★ Online: Unit 1 Quiz (due by midnight, tomorrow)</li> </ul>
Jan 21 (W)	<b>UNIT 2: Positive Reinforcement; Extinction</b> <ul style="list-style-type: none"> <li>Required reading: Chapter 6</li> </ul>
Jan 26 (M)	<ul style="list-style-type: none"> <li>★ Required reading: Chapters 6, 8</li> </ul>
Jan 28 (W)	<ul style="list-style-type: none"> <li>Required reading: Chapter 8</li> <li>★ Online: Unit 2 Quiz (due by midnight, tomorrow)</li> </ul>
Feb 2 (M)	<b>UNIT 3: Aversive Control</b> <ul style="list-style-type: none"> <li>Required reading: Chapter 15</li> </ul>
Feb 4 (W)	<ul style="list-style-type: none"> <li>Required reading: Chapter 16</li> <li>★ Online: Unit 3 Quiz (due by midnight, tomorrow)</li> </ul>
Feb 9 (M)	<b>UNIT 4: Reinforcement Schedules</b> <ul style="list-style-type: none"> <li>Required reading: Chapter 10</li> </ul>
Feb 11 (W)	<ul style="list-style-type: none"> <li>Required reading: Chapter 14</li> <li>★ Online: Unit 4 Quiz (due by midnight, tomorrow)</li> </ul>
Feb 16-20	READING BREAK
Feb 23 (M) <b>2 hours</b>	<b>EXAM 1</b> (Units 1-4)
Feb 25 (W)	<b>UNIT 5: Stimulus Discrimination</b> <ul style="list-style-type: none"> <li>Required reading: Chapter 11</li> </ul>
Mar 2 (M)	<ul style="list-style-type: none"> <li>Required reading: Chapter 11</li> <li>★ Online: Unit 5 Quiz (due by midnight, tomorrow)</li> </ul>

Mar 4 (W)	<b>UNIT 6: Shaping; Fading</b> <ul style="list-style-type: none"> <li>Required reading: Chapter 9</li> </ul>
Mar 9 (M)	<ul style="list-style-type: none"> <li>Required reading: Chapter 12</li> <li>★ Online: Unit 6 Quiz (due by midnight, tomorrow)</li> </ul>
Mar 11 (W)	<b>UNIT 7: Conditioned Reinforcement; Chaining</b> <ul style="list-style-type: none"> <li>Required reading: Read Chapter 7</li> </ul>
Mar 16 (M)	<ul style="list-style-type: none"> <li>Required reading: Chapter 13</li> <li>★ Online: Unit 7 Quiz (due by midnight, tomorrow)</li> </ul>
Mar 18 (W)	<b>UNIT 8: Generality of Behavior Change</b> <ul style="list-style-type: none"> <li>Required reading: Chapter 18</li> </ul>
Mar 23 (M)	<ul style="list-style-type: none"> <li>Required reading: Chapter 18</li> <li>★ Online: Unit 8 Quiz (due by midnight, tomorrow)</li> </ul> <b>UNIT 9: Respondent &amp; Operant Conditioning</b> <ul style="list-style-type: none"> <li>Required reading: Chapters 5, 17</li> </ul>
Mar 25 (W)	<ul style="list-style-type: none"> <li>Required reading: Chapters 5, 17</li> </ul>
Mar 30 (M)	<ul style="list-style-type: none"> <li>Required reading: Chapters 5, 17</li> <li>★ Online: Unit 9 Quiz (due by midnight, tomorrow)</li> </ul> <b>UNIT 10: Capitalizing on Stimulus Control</b> <ul style="list-style-type: none"> <li>Required reading: Chapters 19, 20</li> </ul>
Apr 1 (W)	<ul style="list-style-type: none"> <li>Required reading: Chapters 19, 20</li> <li>★ Online: Unit 10 Quiz (due by midnight, tomorrow)</li> </ul>
<b>BONUS</b>	<b>UNIT 11: Combining It All; Self-Control; Ethics (Chapters 23, 25, 29)</b>
Apr 5 (Su)	<ul style="list-style-type: none"> <li>Optional reading: Chapters 23, 25, 29</li> <li>★ Online: Unit 11 Bonus Quiz (due by midnight)</li> <li>★ write Systematic Desensitization Tutorial Bonus Quiz (due by midnight)</li> </ul>
TBA	<b>EXAM 2 (Units 5-10)</b>

### Territory Acknowledgment

We acknowledge and respect the ɫəkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.



# 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](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

### Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)



## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

## Disclaimer

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

## Medical Documentation for absences

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

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

## Ombudsperson and Academic Concerns

From the course calendar...

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

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

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

## Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://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](http://uvss.ca) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

### **Academic Important Dates**

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

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

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

<b>Term</b>	<b>Start Date</b>	<b>End Date</b>	<b>100% Fee Reduction</b>	<b>Add Deadline</b>	<b>50% Fee Reduction</b>	<b>Academic Drop no Fee Reduction</b>
<b>First term</b>	Sep 3	Dec 3	Sep 16	Sep 19	Oct 7	Oct 31
<b>Second term</b>	Jan 5	Apr 2	Jan 18	Jan 21	Feb 8	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](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C133

Phone: 250 721 8021

Email: [eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)

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

# BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

## ***Social Life, Friends, & Community at UVic:***

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

## ***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

## ***Health Services:***

The Student Wellness Centre also provides a full service primary health clinic for students. <https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

## ***Centre for Accessible Learning:***

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## ***Elders' Voices:***

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

[www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

## ***Mental Health Supports and Services:***

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>