

PSYCH 391 (A01) Winter 2025 (1.5 UNITS), CRN 24140
ADVANCED SPECIAL TOPICS IN PSYCHOLOGY
Autism Spectrum Disorders
January 6, 2025 to April 4, 2025
Mondays and Thursdays 2:30-3:50 pm
Room: DTB A104

INSTRUCTOR: Dr. Sarah J. Macoun, R.Psych, Associate Professor, Clinical Psychology, Department of Psychology
COURSE TA: Hayley Keenan, Graduate student in Clinical Neuropsychology, haleykeen@uvic.ca

OFFICE: COR A196

PHONE: 250-721-7534

EMAIL: sjmacoun@uvic.ca

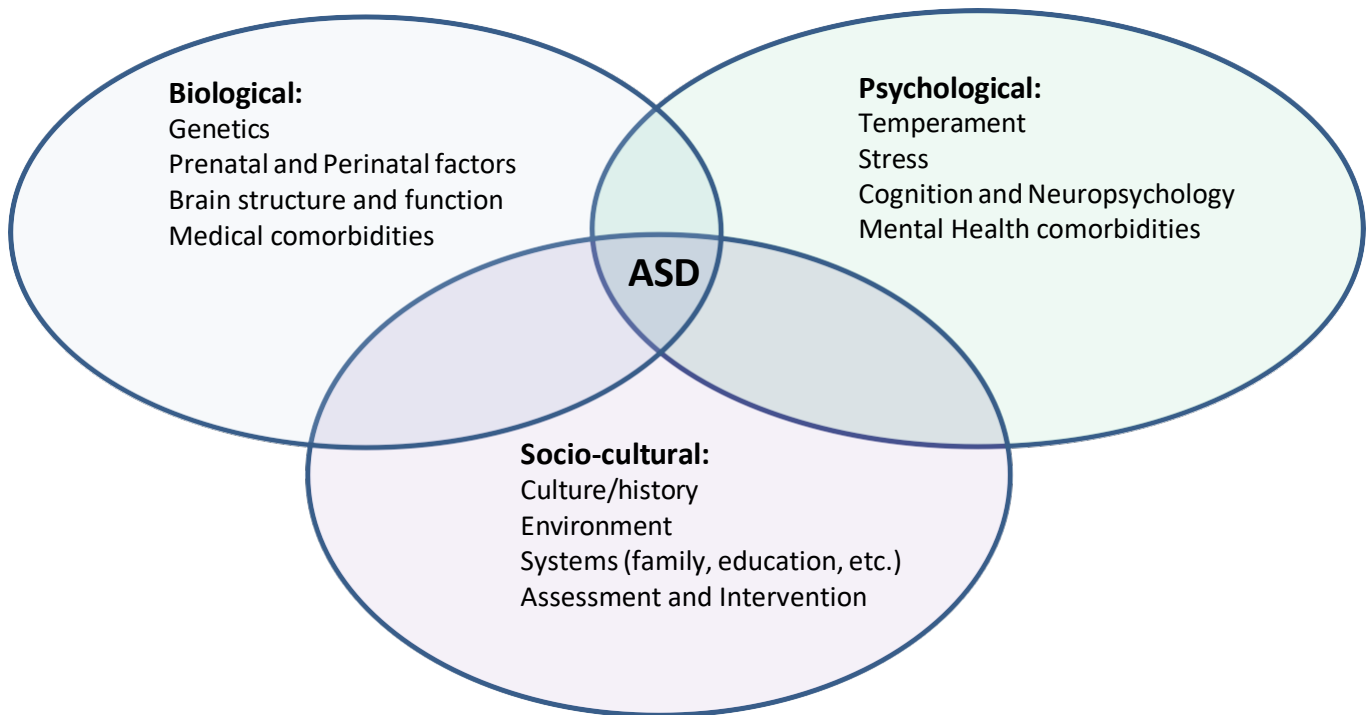
OFFICE HOURS: By appointment

DIVERSITY STATEMENT: This course is welcoming of all aspects of student diversity. My intention is to offer this course in a manner that addresses diverse learning needs/styles and that fully respects all aspects of diversity (gender, sexuality, age, disability, physical appearance, socioeconomic status, ethnicity, race, culture). Please let me know if you have concerns at any point during the course. I welcome your suggestions and feedback at any time, so that I can continue to improve the course for you, your classmates, and for future students. Please let me know if any classes or assignments conflict with your cultural events so that we can make arrangements.

TERRITORIAL ACKNOWLEDGEMENT: *We acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and W̓SÁNEĆ Peoples whose historical relationships with the land continue to this day.*

Calendar Description

Welcome to Psych 391, Autism Spectrum Disorders. Autism Spectrum Disorders (ASDs) are neurodevelopmental disorders, first evident in early childhood and persistent across the lifespan. Within the past two decades there has been an increase in identification of individuals with ASD, awareness and debate around ASD, and research into this complex spectrum disorder. This course will provide students with an introduction to ASD framed within a clinical and biopsychosocial perspective. We will examine historical understandings of ASD through to contemporary thinking in the field. We will explore key features of ASD and prominent theoretical perspectives regarding its etiology, including risk factors, genetics, and pathophysiology. Further, we will review clinical assessment of ASD and intervention approaches. This course is designed to provide an overview of current research and practice in the field of ASD and should appeal to students who have an interest in child clinical psychology, neurodevelopmental disorders, and developmental psychology/neuropsychology.



Please note that this course takes a Clinical Psychology approach for understanding Autism Spectrum Disorder. By actively participating in this course, you will:

1. Become aware of **key historical trends** in identification, treatment and research into ASD and how this has influenced current thinking about this diagnosis.
2. Be introduced to current research regarding the **etiology of ASD** including the contribution of biological, environmental and psychological/social risk factors.
3. Develop an understanding of how interacting biological, psychological and social-cultural factors contribute to the **clinical presentation (phenotype) of ASD**.
4. Be able to describe the predominant **cognitive theories** of ASD and understand how these theories have influenced research and practice within the field.
5. Be able to describe the **core clinical symptomatology of ASD**, including changes in presentation across the lifespan.
6. Be introduced to common **cognitive and neuropsychological differences associated with ASD**.
7. Gain familiarity with contemporary approaches for **clinical assessment and diagnosis of ASD**, including current **diagnostic systems**.
8. Develop an awareness of some **evidence-based intervention approaches for treatment of ASD** and trends in intervention outcome research.
9. Become familiar with some of the **medical and mental health comorbidities** commonly seen with ASD and how these influence assessment and intervention approaches.
10. Consider factors related to **inclusion** of individuals with ASD within various systems.

COURSE COMPLETION

Please note that ALL assessment components of this course must be completed to pass the course.

Failure to complete one or more of the course elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0.

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.

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.

COURSE ADD/DROP DATES

Please note that January 22, 2025 is the last day for adding courses that begin in the second term and February 28, 2025 is the last day for withdrawing from second term courses without penalty of failure.

READINGS AND RESOURCES

There is no required text for this course as there is no one textbook that can cover the diversity of topics we will be reviewing. Readings and resources specific to individual topic areas will be posted to and/or made available through our Course Spaces site as the course progresses.

REQUIRED REFERENCE FORMAT:

American Psychological Association, Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7th ed. (Washington, DC: American Psychological Association, 2020). American Psychological Association.

The Owl at Purdue is a good online resource of common APA formatting style:

<http://owl.english.purdue.edu/owl/resource/560/01/>

COURSE ASSIGNMENTS AND EVALUATIONS¹

Assignment	Description	Grade	Due
Journal Entries	This is an individual assignment, completed three times (beginning, middle and end of course) where you will reflect on your background, goals and learning in the course. To receive 3% you must complete <u>all 3</u> journal entries.	3%	Journal Entry 1: (due Jan 9) Journal Entry 2: (due Feb 13) Journal Entry 3: (due Apr 4)
Mid-term and Final Quizzes	The two quizzes will assess important foundational knowledge pertaining to ASD and will consist of a combination of short answer and/or multiple-choice questions. The mid-term quiz will include material up to and including our February 6 class. The Final Quiz will occur during the final exam period and will cover all information after this date and will also include some key concepts from the beginning of the course.	15% Quiz 1 30% Quiz 2	Midterm- February 10 Final - April 4-25 (TBD)
Collaboration Assignments	There will be 4 collaboration assignments during the term worth 5% each. These group-based activities (group size will be decided once we know the overall class size) are intended to encourage in-class collaboration on various case-study/application exercises. Each assignment will be posted the evening	20%	Assignment 1: (in class Jan 13, due Jan 16) Assignment 2: (In class Jan 30, due Feb 3)

¹ See Bright Space for detailed assignment guidelines – Our site will be open by the first scheduled class (Sept 5, 2024)

² Please note that dates for minor assignments may change but midterm examinations and major assignment dates will not change)

	prior to class. Time will be given to work on these during class. You will submit 1 assignment per group. If there are extenuating circumstances requiring you to complete an assignment individually, please check with me ahead of time.		Assignment 3: (In class March 6, due March 10) Assignment 4: (in class March 20, due March 24)
Discussion Forum	You will engage in one discussion forum during the term instead of class (Feb 13). You will not be required to attend class on this day (the forum is IN LIEU OF class). The forum will open after class on Feb 10 and will remain open for 4 days (11:59 pm Feb 14). The purpose of the forum is to allow for discussion of a specific topic/reading in a different medium than is typically done in class. Specific topic to be announced later.	8%	In lieu of our Feb 13 class – forum will open the evening of Feb 10 after class and will close 11:59 pm on the evening of Feb 14)
Warm-up Exercises	You will be asked to complete ‘Warm-up Exercises’, before 5 lectures (5 warm-ups worth 2% each, with a 2% bonus if you complete them all). The warm-up exercises are based on assigned readings for the class and may also serve as a catalyst for group discussion. They also will help you with your studying for your quizzes. Each warm-up exercise will require you to respond to several questions based on your reading(s) for the week and will be due by 9:00 on the day of class via Brightspace Dropbox (no late entries permitted). If you are going to miss class, you are still expected to submit your warm-up exercise by the due date/time, unless otherwise arranged with me beforehand.	12%	See Detailed Schedule, below, for dates
Final Assignment ASD in the media	The purpose of this assignment is to encourage you to think about how ASD is represented in the media, common perceptions of ASD, and how these might influence society’s understanding and acceptance of individuals with ASD. For this paper, you will seek out a representation of ASD in the media, provide a review of your media source, and then write a detailed reflection that compare/contrasts the media representation to your knowledge of ASD. You will also reflect on whether you feel this source increases/decreases understanding and inclusion of individuals with ASD. This not intended to be an exhaustive literature review on the topic of ASD but rather an integration of media representations, with material learned in class, some recent research findings, and your own perspectives/insights. This paper is more about integrating information learned over the course and your own insights than a scholarly review.	12%:	Due during final exam period** **Note that the assignment due date will be set once we have the final exam schedule to ensure it does not align on the same day as your final quiz

CLASS POLICIES AND EXPECTATIONS

You are expected to:

1. Attend class regularly and punctually. It is expected that you will not miss more than 2 classes in the term, unless there are extenuating circumstances and this has been discussed with me ahead of time.

2. Engage in appropriate, respectful, and professional behaviours, in accordance with an educational environment that respects diversity and individual differences, and the many factors related to diversity
3. Inform me ahead of time if you require any accommodations due to a disability. The Centre for Accessible Learning (CAL) can also be a helpful resource for information, services, and supports <https://www.uvic.ca/services/cal/>.
4. Complete all required readings.
5. If there is a conflict with assignment/exam times with other courses (i.e., exams or major assignments occurring within the same week or on the same day), please let me know by the second week of semester and I will attempt to resolve the conflict if possible.
6. Complete all assignments on time, unless you have discussed with me ahead of time. Assignments submitted late, without my prior approval, will be penalized 2% per day.
7. Should you have any concerns about your progress in the course, with class dynamics, etc. or should you experience extenuating circumstances that interfere with your ability to complete assignments or participate in class, it is your responsibility to inform me as soon as possible so that we can resolve these issues in a timely manner.
8. Complete anonymous course evaluations at the end of the course. Your feedback is critical in helping faculty to revise, enhance, or maintain a course as necessary, to meet your and future students' needs.
9. You must abide by academic regulations as set out in the university calendar. You must observe standards of 'scholarly integrity' especially regarding plagiarism and cheating.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as with all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey provides vital feedback to me regarding the course and my teaching, as well as helps the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

DETAILED SCHEDULE OF TOPICS, READINGS, ASSIGNMENTS

**Course topics and order are subject to change, although major assignment due dates will not change*

*** Required readings and lecture notes will be posted on our Brightspace site*

**** Assignments will be submitted via Brightspace Dropboxes*

DATE	TOPIC	Required Readings**	Activities/Assignments
Jan 6 (M)	First Class and Introductions Overview		
Jan 9 (Th)	History of ASD		Journal Entry 1 Due
Jan 13 (M)	Diagnostic criteria and systems		Warm-up Exercise 1 (due Jan 13, 9:00 am) CA1_ASJ Diagnosis (in class activity due Jan 16 by 2:30 pm)
Jan 16 (Th)	ASD development and trajectories		
Jan 20 (M)	Clinical Features of ASD part 1		

Jan 23 (Th)	Clinical Features of ASD part 2		Warm-up 2 (due 9:00 AM Jan 23)
Jan 27 (M)	Clinical Features of ASD part 3		
Jan 30 (Th)	Etiology of ASD		CA2_etiology of ASD (in class activity due February 3 by 2:30 pm)
Feb 3 (M)	Etiology of ASD		
Feb 6 (TH)	The Brain and ASD		Warm-up 3 (due 9:00 am Feb 6)
Feb10 (M)	Mid-term Quiz 1 (material up to and including February 6)		Mid-Term Quiz 1
Feb 13 (Th)	Clinical Assessment of ASD part 1		Journal entry 2 due
February 17-21 Family Day and Reading Break			
Feb 24 (M)	Clinical Assessment of ASD Part 2		
Feb 27 (Th)	Clinical Assessment of ASD part 3		
Mar3 (M)	ASD and Mental Health		Warm-up 4 (due 9:00 a.m. March 3) Film: Boy Inside
Mar 6 (Th)	ASD and Mental Health		CA3_ ASD and Mental Health (due 2:30 March 10)
Mar 10 (M)	Neuropsychology of ASD and Cognitive Theories		Warm-up 5 (due 9:00 am March 10)
Mar 13 (Th)	ASD and medical comorbidities		
Mar 17 (M)	ASD, females and gender diversity		
Mar 20 (TH)	ASD and inclusion: schools and communities		CA4_ ASD Inclusion (due 2:30 March 24)
Mar 24 (M)	ASD and inclusion: schools and communities		Film: How to dance in Ohio
Mar 27 (TH)	Intervention/supports for ASD Part 1		
Mar 31 (M)	Interventions/Supports for ASD Part 2		
Apr 3 (TH)	Interventions/supports for ASD Part 3		Journal Entry 3 due
**Apr 4-25			Final quiz (date TBD) Final assignment (date TBD)

** Note: I will let you know as soon as we have a final exam time and we will then schedule the final assignment due date around that accordingly

ASSIGNMENT GRADING CRITERIA

Journal Entries (3%)

You will complete 3 on-line journal entries during this course describing your experience with ASD, comfort with the learning outcomes of this course, and to help you set individual goals. Individuals who complete all three journal entries will receive 3% towards their total grade and those who fail to complete all 3 journals will not (part marks will not be given).

Collaboration Assignments (20%)

There will be a total of 4 collaboration assignments interspersed throughout the term. These group-based activities (group size TBD) are intended to encourage in-class collaboration on various case-study and application exercises. Each assignment will be posted the evening prior to class. Time will be given to work on these assignments during class. You will submit one assignment per group (via Brightspace Dropbox and in word (.doc, .docx or .rtf formats only). For each assignment, please rotate group membership by at least 1 group member, so that you are not always working with the same individuals. Please also rotate the responsibility for submitting the assignments, such that the same person is not always responsible for submitting the document.

Note: These assignments are intended to facilitate group collaboration and are to be completed in groups. If there are extenuating circumstances requiring you to complete a collaboration assignment individually, please see me ahead of time.

Grading criteria for collaboration assignments will be based on the following:

Grade .../10	Descriptor	Criteria
9-10	Excellent	Comprehensive and insightful and shows in depth understanding of readings/topics discussed in class, including synthesis and analysis of information and integration of different perspectives. Goes beyond the answers to basic questions and provides detailed and insightful information. Well exceeds expectations.
7-8	Very Good	Reasonably comprehensive and shows good understanding of readings/topics discussed in class, including synthesis and analysis of information. Integrates different perspectives and shows some insight. At or exceeding expectations.
6	Good	Accurate and shows adequate understanding of readings/topics discussed in class but lacks clear synthesis or analysis of information. Some minor misconceptions or misunderstandings. Minimally at expectations.
5	Satisfactory	Accurate and shows adequate understanding of readings/topics discussed in class but lacks clear synthesis or analysis of information. Some minor misconceptions or misunderstandings. Slightly below expectations.
2-4	Unsatisfactory	Inaccuracies and demonstrates some fundamental misunderstandings of information discussed in class. Lacks synthesis and analysis of information.
0-1	Very Poor or Incomplete	Unsatisfactory effort with significant misunderstanding of information presented in class/readings. Assignment not completed.

Warm-up exercises (12%)

You will be asked to complete warm-up exercises before a number of lectures (5 warmups worth 2% each = 10%). If you complete ALL warm-up exercises you will receive an additional 2%, for a total of 12% for warm-up exercises. These warm-up exercises are based on assigned readings for the class and may also serve as a catalyst for group discussion and clarification of course material. They also help you with studying. Each warm-up exercise will require you to respond to

several questions based on your readings. Warm-up exercises are due by the due dates specified (no late submissions permitted unless discussed with me ahead of time) and are to be submitted via Brightspaces Dropbox. Even if you are going to miss class, you are still expected to submit your warm-up exercise by the due date/time, unless otherwise arranged with me beforehand. Each warm-up exercise will be given full marks if your responses indicate that you have completed the assigned reading(s) and have made a reasonable attempt to answer the questions (i.e., you will not lose marks for answering questions incorrectly). I review these warm-up exercises to ensure that you are understanding the key points in the readings, these warm-ups help you to keep up with your readings, and they help me to determine if there are topics we need to explore further (or clarify) in class. They typically serve as preparation for your in-class collaboration assignments and provide you with critical information needed to complete and maximally benefit from the collaboration exercises.

Discussion Forum (8%)

You will engage in one discussion forum during the term, responding to a posted reading or topic. There will be no class on the day of the Discussion Forum, to give you time to participate in the forum. Please **do not leave it until the last minute to participate** in the forum as this makes it very difficult for your peers to respond to your post and for you to actively participate in the forum, which will affect your mark. Students who participate earlier and more actively are likely to get a better grade.

Specific grading criteria for Discussion Forum

Grade /10	Descriptor	Criteria
9-10	Excellent	Contributions online reflect excellent preparation and consideration. Ideas offered are substantive. Demonstrates excellent preparation (e.g., readings, course material, discussions, reflection of experiences, etc.). Offers analysis, synthesis, and evaluation of the problem when responding to discussion questions/issues. Contributes in a very significant way to peers posts: keeps analysis focused, responds very thoughtfully and in detail to other students' comments, provides constructive feedback and new ideas, etc. Participation in the forum is active, such that posts occur in time for others to read and respond within the discussion forum timelines.
7-8	Very Good	Contribution online reflects thorough preparation. Ideas offered are substantive and provide good insights. Demonstrates good preparation (e.g., readings, course material, discussions, reflection of experiences, etc.). Contributes well to discussion: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to others. Participation in the forum is active, such that posts occur in time for others to read and respond within the discussion forum timelines.
6	Good	Contributions online reflect satisfactory preparation. Ideas offered provide some useful insights, but do not demonstrate careful consideration of the problem/question or peers' posts.
5	Satisfactory	Contributions online indicate minimal preparation. Ideas offered do not provide new insights and indicate only cursory consideration of the problem/question or peers' posts.
2-4	Unsatisfactory	Contributions online reflect inadequate preparation. Ideas offered are not substantive and do not contribute significantly to the problem or discussion. Feedback to peers is not particularly constructive.

0-1	Very poor/non-participant	Contributes very little or nothing at all. Not present or demonstrates inadequate preparation (i.e., does not respond to the posted question/dilemma or peers' posts). Feedback to peers, if posted, is not constructive or supportive.
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Mid-term and Final quizzes (total 45%)

You will complete two quizzes, which will be comprised of multiple choice and/or short answer questions taken from readings, class discussions, warm-up exercises, collaboration exercises, and/or lecture material. Midterm Quiz 1 (15%) will cover course content up to and including our February 6 class. Final Quiz 2 (30%) is cumulative and will occur during the final exam period.

Final Assignment (12%)

ASD is a controversial topic that is commonly represented in the media both accurately and inaccurately, arguably sometimes to the benefit and at other times to the detriment of those with ASD. The purpose of this assignment is to encourage you to think about how ASD is represented in the media and to compare and contrast this with information you have learned in this course. This will give you exposure to common perceptions of ASD and how these might influence our understanding and acceptance of individuals with ASD. For this paper, you will seek out a representation of ASD in the media. There are many different sources through which individuals with ASD are represented, including YouTube clips, Autistic speakers, films and TV shows, books about and written by individuals with ASD, famous individuals claiming to have ASD, etc. You are expected to provide a review of your media source and then a detailed reflection. This reflection should compare/contrast the representation of ASD presented within that source to your knowledge of ASD gained through this course. You will then reflect on whether you feel this source serves to increase/decrease our understanding and the inclusion of individuals with ASD and other disabilities. This is not expected to be an exhaustive literature review, but you must cite 5 scholarly sources to support information in your paper either on ASD, inclusion, or other topics that you raise. (meta-analyses are permitted). Your paper should be between 6-8 pages long with 1.5 inch line spacing, 12 point font, normal margin size. Your paper will be graded more on your insights, creativity, and integration of information sources, than on length. Your paper should include 4 primary components:

1. Review and discussion of the media source that you chose and how ASD is represented by this source.
2. Comparison and analysis of how this representation of ASD may or may not fit with what you have learned about ASD in this course.
3. Your own perspectives on whether you feel this representation serves to increase our understanding of individuals with ASD or not, and why.
4. Discussion on whether this type of media representation of ASD helps to promote inclusion of individuals with ASD and other disabilities or not, and why.

More details regarding the criteria for this assignment, will be provided later the course.

Grading criteria for Paper:

Grade .../10	Descriptor	Criteria
9-10	Excellent	Exceptionally comprehensive, clear, detailed and organized with little need for improvement. Insightful and creative with excellent integration of media data with a variety of other sources of data/information (course information, readings, scholarly sources, etc.) Clearly presents your own perspectives and strong evidence of analysis and synthesis of a variety of sources of information leading to unique insights. Exceeds expectations.
7-8	Very Good	Reasonably comprehensive, clear, detailed and organized with room for minor improvements. Insightful and creative with good integration of media data with some of other sources of data/information (course information, readings, scholarly sources, etc.), but not as exhaustive as that required for a 9 or 10. Some

		development of personal insights and some analysis/synthesis of information, but less than that required for a 9 or 10. Around or slightly above expectations.
6	Good	Adequate but room for improvement. Reasonably comprehensive and accurate but lacks clear integration sources of data, lacks clear synthesis/analysis, is not particularly detailed, and presents only limited personal insights. Just meeting expectations.
5	Satisfactory	Minimally meets standards for assignment. No major inaccuracies but lacks clear integration sources of data, lacks clear synthesis/analysis and does not present clear personal insights. Just meeting expectations.
2-4	Poor	Poor with need for significant improvement. Lacks depth and comprehensiveness. Does not adequately integrate media data with other information sources. Creativity and personal insights not evident. Does not analyze/synthesize information. Below expectations.
<2	Very Poor	Very poor, unsatisfactory effort, preparation, or performance. Significant need for improvements. Well below expectations.

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 C115

Phone: 250 721 8021

Email: svpcoordinator@uvic.ca

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

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Spring Session 2025

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 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 above 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 round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

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

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

Ombudsperson and Academic Concerns

From the course calendar...

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

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

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

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

Other useful resources on Plagiarism and Cheating include:

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

Prerequisites

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

Program Requirements

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

Registration Status

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

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

Request for Academic Concessions

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

- **Request an in-course extension**
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the [“In-Course Extension Form”](#) and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**
Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

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

Student 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](https://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!

Academic Important Dates

Spring session – second term (January – April)

Wednesday, January 1 st	University Closed (Winter Break)
Monday, January 6 th	Second term classes begin for all faculties
Sunday, January 19 th	Last day for 100% reduction of second term fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 22 nd	Last day for adding courses that begin in the second term
Friday, January 31 st	Last day for paying second term fees without penalty
Sunday, February 9 th	Last day for 50% reduction of tuition fees for standard courses
Monday, February 17 th	University Closed (Family Day)
February 17 th – 21 st	Reading Break for all faculties
Friday, February 28 th	Last day for withdrawing from second term courses without penalty of failure
Monday, March 10 th	First registration date for Summer Session 2025
Friday, April 4 th	Last day of classes for all faculties
Monday, April 7 th	Second term examinations begin for all faculties
Friday, April 18 th	University Closed (Good Friday)
Monday, April 21 st	University Closed (Easter Monday)
Friday, April 25 th	Second term examinations end for all faculties

Add and drop dates for standard 2024-2025 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 6	Apr 4	Jan 19	Jan 22	Feb 9	Feb 28