



Department of Psychology

Psychology 431i A01



Psychology and Law

Fall (Sep-Dec) 2026 (CRN: 13065)

**Please note: Although an unlikely event, I reserve the right to modify this course outline. Any changes will be announced to you in advance (both in class and posted on Brightspace).*

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Psyc 431i A01 – Psychology and Law

Fall 2026 (Sep – Dec)

CRN: 13065; 1.5 credits

See Brightspace for class time and location

I acknowledge and respect the Ləkʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day. I recognize how privileged we are to learn, work, and play on this beautiful territory.

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Meet Your Instructor

Instructor: Dr. Jessica Rourke (she/her)

My degrees are in Social-Personality Psychology. My main areas of research are student learning & motivation, restorative justice, and forgiveness. In addition to teaching psychology, I have either worked or volunteered in the field of restorative justice for almost two decades.

Contact: See Brightspace

Student hours (office hours): See Brightspace for time & location

Contacting Your Instructor

Please come to my student hours or email me. **Do not** message me through Brightspace (if you do, there's no guarantee I'll receive it!).

- ***Please include "Psyc 431i" in the subject line of your e-mail*** and make sure you include your name and student number in your message. I have several hundred students across three different classes, so that information will help me respond to you much more quickly!
- Please allow 2 business days for a reply. If I have not replied within that time frame, re-send your message and let me know it is the second time you are sending it.
- Please do not contact me to find out when assignments or exams will be graded. As soon as the grades are ready, they will be posted, and I will post an announcement.
- You do not need an appointment to see me during my student hours.

Course Description

In this course, we will explore the role that psychology plays in our criminal justice system. Specifically, we'll seek to understand how psychologists and psychological theory/research contribute to aspects of criminal investigations and courtroom dynamics, and the ways in which psychology can help address areas in our criminal justice system that need improvement.

During this course, we will cover a wide array of topics including:

- | | |
|------------------------|-----------------------|
| - Police practices | - False confessions |
| - Lie detection | - Restorative justice |
| - Jury decision-making | - Gladue reports |

Course Delivery & Learning Outcomes

This is a 4th year seminar class which means you are expected to meaningfully contribute to the learning of your peers. In hopes of creating a collaborative learning environment, I have tried to optimize opportunities for you to learn from each other (class leaders, in-class group activities).

A large portion of class will be discussion-based. I encourage you to bring additional readings, knowledge, and insights from personal experiences into the course. My goals are that by the end of this course you will be able to:

- Engage in meaningful class discussion and activities about the ways in which psychology intersects with law at all points of our criminal justice system.
- Critically examine our criminal justice system, with a specific focus on biases that exist within this system.
- Identify and discuss alternatives to our current, mainstream approach to justice-seeking.
- Identify and reflect upon ways in which knowledge from psychology may help to improve our criminal justice system.

Course Readings

There is no textbook for this course. Instead, you are reading selected articles, most of which are available via the library's Course Reserves on our Brightspace page (or, through the PsycInfo database, or via a website for which I have provided the URL).

You will see the readings assigned to be completed prior to class each week in the tentative course schedule on p. 8 – 10. Sometimes, instead of a reading, you are asked to watch a short video – the links can be found in our syllabus and on Brightspace.

Respect for Diversity

My intent is that students from diverse backgrounds, perspectives, and life experiences be well-served by this course, that students' diverse learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

I aim to present materials and activities that are respectful of diversity, including such things as: gender, sexuality, ability, age, body-size, socio-economic status, ethnicity, race, and culture.

Your suggestions are encouraged and appreciated. In a constructive way, please let me know how I might improve the effectiveness of the course for you, other students, or for student groups. If any due dates/test dates conflict with meaningful religious or cultural events in your life, please let me know so we can address that.

Course Feedback/Evaluation

At the end of the semester, I will give you time in class to complete UVic's Course Evaluation Survey. Approximately halfway through the semester, you will also have the opportunity (via Brightspace) to provide anonymous feedback about your experience in the course and if possible, I will make changes based on your suggestions.

Psyc 431i GenAI Use Policy

GenAI (e.g., ChatGPT, Claude, Co-Pilot, Gemini) has changed learning/academics. I have mixed thoughts/feelings about GenAI: I understand it's important to learn how to ethically and effectively use it. I also know it can make our lives easier, on some levels.

HOWEVER...I also know that many students worry about things such as being accused of using it when they didn't, the impact it may have on their career options, its environmental impact, and the impact it may have on their learning, ability to think critically, and their overall brain health. I too worry about these things.

In Psyc 431i, my learning goals for you include fostering your ability to reflect, discuss, and critically evaluate. These skills are essential to your success, even if you go on to use GenAI in your career/future academic endeavours. GenAI makes errors, A LOT of them, but it presents them in a way that makes that information seem factual and evidence-based (it literally makes up evidence and gives it a fake citation if it can't find the information). It's important that you hone your skills to think for yourself.

Imagine you were learning how to swim: it wouldn't be super effective to get someone else to go into the water to learn the strokes/how to tread water, and then just relay that information to you. If you want to learn how to swim, you need to actually get into the water and practice yourself.

- What might be useful though, is asking someone how cold the water is, who the best swim instructor is, or the best place to buy a bathing suit.
- Similarly, asking GenAI to give you a starting point for your ideas may be beneficial, but when it comes to developing those ideas, that needs to come from you.

**Note, swim metaphor adapted from Derek Bruff webinar, 2026*

My commitment to you: I will not use GenAI to grade your assignments/give you feedback, to do the research for information I present to you in class, to write emails, nor to write reference letters. I value the relationships I build with my students, and for me, it feels inauthentic to bring GenAI into our relationship in that way.

That being said, there may be occasional instances in which I believe there is value in using GenAI. For instance, I might create a grading rubric then feed it into GenAI and ask it to make it more succinct (after failed attempts of my own!). If I do that, I will always provide a citation to let you know, and my use of it will always be minimal - it will always be because I believe that using GenAI in that instance will enhance your learning experience.

The commitment I ask of you: You may use GenAI to clarify concepts we learn about in class, or to help you study for Test 1 (note: use of GenAI is prohibited for Test 2). It can also be useful for creating a study schedule (tell it about your typical approach to academics, things you struggle with, and ask it to create a weekly plan for you).

If you decide to use GenAI, please be informed. Spend half an hour exploring the research about GenAI use – e.g., what are the environmental impacts? What does research say about its impact on our brain? What are the demonstrated benefits of its use?

- Informing yourself is going to help you align with your own values and decide how much/little you want to use it.

If you decide to use it, Uvic has authorized the use of CoPilot (better data protection). For access and more information, visit: <https://www.uvic.ca/systems/services/pages/copilot.php>

You have 3 assignments in this course: 2 Personal Reflections and 1 Court Observation Portfolio.

- GenAI use in any capacity is not allowed for your personal reflections. These are short assignments (2 pages max) that require no additional research – they are an opportunity for you to develop a thought/question/opinion you have about a topic.
- Your Court Observation Portfolio has 5 components to it, and the use of GenAI is allowed for one of the components, to brainstorm ideas for a perfect court system.
 - o Regardless of whether you choose to use GenAI for your Court Observation. Portfolio, you will need to include a GenAI Use statement (saying you did not use it or explaining how you did use it). This is meant to help you make a thoughtful decision about how/if you use it, and to promote proper accountability/citation.
 - o Detailed information can be found in the Court Observation Portfolio assignment instructions in our “Assessment Information” Module on Brightspace.

If you have questions about the use of GenAI in this course, please reach out! And remember, these guidelines are for our Psyc 431i course only...other courses (including other courses I teach) may have different GenAI use policies.

Prerequisites

PSYC 300A and two of 320, 330, 375, 385, 386, 387 are prerequisites for this course. Additionally, you must also have completed, or be currently completing, PSYC 300B. Being allowed to register in a course without having completed the prerequisites is rare. If this were to occur, and you remained in this course without having completed the prerequisites, you would be doing so at your own risk.

*Successful completion of this course DOES NOT exempt you from having to complete the prerequisites at a later date, if they are required for your degree program.

Course Website

On Brightspace I will also post:

- the course syllabus
- detailed information about assignments
- information necessary for in-class activities
- class announcements
- assignment dropboxes

Please make sure you regularly check whichever email you’ve got linked to Brightspace (I recommend linking your UVic email, it will be the most secure) because any announcements posted to Brightspace will be sent to that email.

Brightspace is where you will submit your assignments. There will also be informal discussion forums so you can connect with your classmates (e.g., to form a study group).

****If anything on our website (including documents) presents any accessibility issues, please let me know and I can send you the information in plain format.**

Grades

If you are disappointed with a grade, please arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded. **I will not review a grade/assignment if you contact me later than 5 days after the grade was first posted.**

Please note that an A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and goes beyond course expectations. Please see information on what constitutes letter grades at UVic in UVic's course policies, beginning on p. 14.

Extensions

Your assessments have a "best by" due date and an "expiry date". **The "best by" date is the due date** – you should complete your assessments by those dates. However, I know life happens, so I've also included "expiry dates" after each "best by" date. **The expiry dates are an automatic, built-in extension** for that assessment and represent the final day you can submit – there is no penalty for submitting by the "expiry date".

Although rare, should you need a further extension than the "expiry date", please speak to me about it **BEFORE** the due date and complete a "request for in-class deferral" form (available on Brightspace in our "Assessments" Module).

If you are having trouble getting started on an assignment, please come see me during student hours – I would love to help you! For information on Academic Concessions (e.g., Deferred Status Due to Illness, Accident or Family Affliction) please see the UVic Course policy information beginning on p. 13.

If You Miss a Test

If you miss a test due to illness or a family emergency, contact me by email within 3 days of the test and explain that you missed the test. I will inform you when your make-up test will be held. You will need to complete a "request for in-class deferral" form (available on Brightspace in our "Assessments" Module).

***If you miss a test and fail to contact me within 3 days of the test date, I will consider you to have not completed a major course requirement and will assign an N mark (failure due to not completing a course requirement) for the course.**

If You Require Special Arrangements Due to a Diagnosed Condition

1. You must be officially registered with the Centre for Accessible Learning – please see <https://www.uvic.ca/accessible-learning/index.php> for more information. I will automatically be informed of your registration with them.
2. Prior to your test, if you have any questions about your accommodation, please contact me, via email.

*UVic is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning \(CAL\)](#).

Tentative Course Schedule

DATES	LECTURE TOPICS	READINGS
Week 1 SEP 10	Course Introduction & Intersection of Psychology and Law	Andersen, J. P., Di Nota, P. M., Boychuk, E. C., Schimmack, U., & Collins, P. I. (2023). Racial bias and lethal force errors among Canadian police officers. <i>Canadian Journal of Behavioural Science/Revue Canadienne des Sciences du Comportement</i> , 55(2), 130-141. https://doi.org/10.1037/cbs0000296
Week 2 SEP 14, 17	Police Use of Force	Wood, G., Tyler, T. R., & Papachristos, A. V. (2020). Procedural justice training reduces police use of force and complaints against officers. <i>PNAS</i> , 117(18), 9815-9821. www.pnas.org/cgi/doi/10.1073/pnas.1920671117 Laniyonu, A., & Goff, P. A. (2021). Measuring disparities in police use of force and injury among persons with serious mental illness. <i>BMC Psychiatry</i> , 21(Article 500), 1-8. https://doi.org/10.1186/s12888-021-03510-w
SEP 22: Last day to drop a course without penalty (get 100% tuition reimbursed); SEP 25: Last day to officially register in a course		
Week 3 SEP 21, 24	Police Stress & Suspect Mental Illness	Andrews, K. L., Jamshidi, L., Shields, R. E., Teckchandani, T. A., Afifi, T. O., Fletcher, A. J., Sauer-Zavala, S., Brunet, A., Krätzig, P., & Carleton, R. N. (2023). Examining mental health knowledge, stigma, and service use intentions among Royal Canadian Mounted Police cadets. <i>Frontiers in Psychology</i> , 14, 1-9. https://doi.org/10.3389/fpsyg.2023.1123361 Willis, T., Kern, L. J., Hedden, B. J., Nelson, V., Comartin, E., & Kubiak, S. (2023). The impact of Crisis Intervention Team (CIT) training on police use of force. <i>Journal of Offender Rehabilitation</i> , 62(3), 157-173. https://doi.org/10.1080/10509674.2023.2182863
Week 4 SEP 28, OCT 01	Profiling	Ribeiro, R. A. B., & de Matos Soeiro, C. B. B. (2021). Analysing criminal profiling validity: Underlying problems and future directions. <i>International Journal of Law and Psychiatry</i> 74, 101670. https://doi.org/10.1016/j.ijlp.2020.101670 Petherick, W., & Brooks, N. (2020). Reframing criminal profiling: A guide for integrated practice. <i>Psychiatry, Psychology and Law</i> , 0, 1-17. https://dx.doi.org/10.1080/13218719.2020.1837030 *PLEASE NOTE: In Petherick & Brooks (end of p. 10 to end of p. 11) is the description of a fictitious murder, which provides details of things done to the body postmortem (after death), including sexual acts and mutilation (please feel free to skip over that part)
Week 5 OCT 05, 08	Investigations Techniques False confessions	Chin, J., Milne, R., & Bull, R. (2024). Fuelling an investigative mindset: The importance of pre-interview planning in police interviews with suspects. <i>Psychology, Crime, & Law</i> , 30(9), 1016-1040. https://doi.org/10.1080/1068316X.2022.2139829 Hynes, M., & Snook, B. (2025). Potential jurors' perceptions of interrogations and confessions in Canada. <i>Psychology, Crime, and Law</i> , 1-30. https://doi.org/10.1080/1068316X.2025.2563645
OCT 13: Last day for 50% tuition reduction if drop course		

Week 6 Oct 12 (holiday) Oct 15	Class presentation prep	*No class Oct 12 – it's a holiday On Oct 15 , the full class time is devoted to your group preparing for your class presentation. This is the final class time that will be given to this task. Meet wherever is most convenient for your group (including online); our classroom will be open and available for you if you want to meet there.
Week 7 OCT 19, 22	OCT 19: Test 1 Trauma-informed practice	The test will be in class on Oct 19 ; paper notes are welcome (i.e., open book but no computers) and will cover material from SEP 10 onward Public Health Agency of Canada (2025). <i>Trauma and violence-informed approaches to policy and practice</i> . Government of Canada. Click here to access reading
Week 8 OCT 26, 29	Presentation (psychological disorders in the courtroom) Presentation (eyewitness testimony)	Watch (5 min): CBC News: Breaking down what a not criminally responsible verdict means – and what it doesn't. Click here to access video <i>*Please note: although they do not go into any details, in this video they do mention the murder of children as well as an adult</i> Watch (4 min) How reliable is eyewitness testimony? Click here to access video
Oct 31: Last day to officially withdraw from course without penalty of failure		
Week 9 Nov 02, 05 *Nov 05 online class in Zoom	Indigenous Peoples in Canada's CJS *Thurs Nov 05 will be a guest speaker and will take place on Zoom. Zoom link will be posted on Brightspace (Week 10 Module)	Watch (4 min): Department of Justice Canada: Transforming the Criminal Justice System: Indigenous Over-representation – Jorgina: Click here to access video Clarke, J. (2017). <i>Your Gladue Rights</i> . British Columbia: Legal Services Society. Access it at: Click here to access reading
Week 10: Nov 9: Reading Break, no classes, no readings + Nov 12 = "day off" to make up for the time you were required to spend attending a court session/reading court transcripts for your Court Report Essay – I know that required a significant amount of your time beyond the research you needed to do for that assignment.		
Week 11 NOV 16, 19	Presentation (deception) Presentation (jury selection, decision-making & sentencing)	Watch (3 min – NOTE: watch minute 9 - 11:53): Howtown: The big problem with lie detectors. Click here to access video Watch (3 min) Does Canada have a jury problem? Click here to access video

Week 12 NOV 23, 26	Presentation (prison environment & parole) Sexual Assault (court system's approach to prosecuting sexual assault cases & the gaps that exist in this system)	Watch (6 min) A Canadian prisoner's perspective: Click here to access video Krishnan, M. (2016). What day two of the Ghomeshi trial tells us about victim blaming, credibility, and traumatic memories. <i>Vice</i> . Click here to access reading Gray, E. (2016). This letter from the Stanford sex offender's dad epitomizes rape culture. <i>HuffPost</i> . Click here to access reading
Week 13 NOV 30 DEC 03	Restorative Justice *PLEASE NOTE: the optional Dalhousie Dentistry reading this week discusses sexual harassment, including violent and sexually prejudiced statements.	Nascimento, A. M., Andrade, J., & de Castro Rodrigues, A. (2023). The psychological impact of restorative justice practices on victims of crime: A systematic review. <i>Trauma, Violence, & Abuse</i> , 24(3), 1929-1947. https://doi.org/10.1177/15248380221082085 Optional reading: Dalhousie University (May 2015). Participants' statement. <i>Report from the Restorative Justice Process at the Faculty of Dentistry</i> . Click here to access reading
Week 14 Dec 07 Dec 11	Course Wrap-up Test 2: Course Critical Reflection, due via Brightspace by 11pm, Friday Dec 11	No reading Test 2: Course Critical Reflection, is a take-home test due to Brightspace by 11pm on DEC 11 (expiry date is 11pm Dec 12) and will require you to comprehensively reflect on course material covered since Test 1 (class presentation material is NOT covered on this test)

***Please note:** Most of the course readings will be available via Course Reserves, through our Brightspace page

****Please note:** The guest speaker is tentatively scheduled for Nov 02; this may change, depending on their schedule

*****Please note:** The two tests and the Court Observation Portfolio (see next page) are required components of this course – you must complete them to be eligible to receive a passing grade in this course

Progress Evaluation and Due Dates

*Assessments due by 11pm on Brightspace

Due Date	Value	Brief Description
Bonus Grade! Due (best by) Friday Sep 11 <i>Expiry date Sunday Sep 13</i>	0.5 added to your final grade	In one document (Word or PDF), Submit a recent picture, along with a few sentences telling me about yourself. I'd love to get to know a little bit about you and this will also help me to learn your name quickly!
Class Participation On-going	10%	Contribute in a way that promotes discussion and demonstrates enthusiasm and preparedness.
Personal Reflections You choose the due date – (see description for more info) <u>First reflection:</u> on any 1 of the assigned class readings (not videos) Final due date (best by) Monday Oct 12 (*Note: this is a holiday) <i>Final expiry date Wednesday Oct 14</i> <u>Second reflection:</u> on any 1 of the class presentations Final due date (best by) Monday Nov 30 <i>Final expiry date Wednesday Dec 02</i>	20% (2 @ 10% each)	You have 2 personal reflections to complete. For each, please submit a reflection about a question/thought/opinion that stems from the weekly reading/class presentation. See details on Brightspace. <i>*A creative option is also offered for your second reflection</i> **Reflection is due the Monday the week after the article is assigned/presentation occurs (see Brightspace for due date linked to each reading/presentation). For your first reflection, if you want to reflect on one of the later course readings, reach out to me and we'll work something out (final due date will not change).
Court Observation Portfolio Due (best by) Monday Oct 26 <i>Expiry date Sunday Nov 08</i>	22%	Attend court or review transcripts of criminal court proceedings; you will then submit a Court Report: a critical analysis that includes a meaningful reflection on how to improve our court system (see instructions on Brightspace).
Class Presentation You will sign up for a date on which to present: Oct 26, 29; NOV 16, 19, 23	15%	In a group of 5, you will lead the class for 70 minutes on your assignment topic (sign up on Brightspace by Sunday Sep 20!). Your presentation must include an activity and some discussion questions. I will give you time in class to work on your presentations.
Tests Test 1: Oct 19 (in class) Test 2 (critical reflection, take-home) Due (best by) Friday Dec 11 <i>Expiry date Saturday Dec 12</i>	33% (1 st @ 18%; 2nd @ 15%)	Both tests are open book (Test 1 is paper notes only – no devices allowed). The first will take place during class time (over 2 classes). The second will be a take-home, critical course reflection, submitted to Brightspace. The use of GenAI is NOT allowed in any format for completion of your Test 2, take-home test.

***If you complete the 2 tests and the Court Report, you will be considered to have completed the course. Failure to complete any of those elements will result in a grade of "N", regardless of cumulative percentage of all other elements in the course ("N" is a failing grade and factors into GPA as a "0"). In accordance with UVic's policies, if you complete all course requirements (2 tests, Court Report), you are not eligible for an academic concession. This means you can only request a deferral for the completion of the required course components (2 tests, Court Report) and not for non-essential components. ***

Assignment Details

Mandatory Course Components – see p. 11

- Writing both tests + completing the Court Observation Portfolio are mandatory completion requirements to pass this course (not doing so will result in a grade of “N”).

Tests

- There are 2 non-cumulative tests in this course. The first (a series of short answer questions) will be written in class and you are allowed paper notes (no devices) to support your writing of it. The second (either a series of short answer questions or one larger, integrated question) will be given as a take-home critical reflection (due to Brightspace Dec 11; expiry date Dec 12). There is no final exam during the formal exam period. **Note: The use of GenAI in any format is NOT allowed for completion of your take-home Test 2.**

Assignment Submissions (see p. 7 for policy on extensions)

- Assignments will be submitted to Brightspace. Please submit in either Word or PDF format.
- Detailed criteria for each assignment are posted in the “Assessment Information” section on Brightspace. Please see the detailed criteria for each assignment to make sure you submit an assignment that meets the requirements.

Disclaimer



Important: In this course, we discuss sensitive topics. As in all courses, please make sure to take care of yourself (e.g., take a break, decide to skip participating in a certain class activity, etc.) and check in with me if you need to.

In this course, students/your instructor may discuss personal matters; you are expected to maintain confidentiality. You can share your own experience of/reaction to hearing someone’s experience, but the details of their experience belong to them to tell.

Thanks for taking the time to read through this syllabus – I look forward to our class together!

UVIC RESOURCES AND POLICIES

On the following pages, you will find information from UVic about various resources for student wellness, and important academic dates and policies.

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Fall Session 2026

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as [accessible as possible](#). If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Attendance and Absences

Attendance is important. Students who do not attend their classes during the first two weeks (and do not inform the instructor of valid circumstances that prevent their attendance) may be dropped from both class registration and the waitlist.

Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca

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

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

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

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

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

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Student Experience of Learning (SEL) Survey

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

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

Disclaimer

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

Grading

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

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

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

Medical Documentation for absences

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

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

Ombudsperson and Academic Concerns

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

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

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

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

Instructors can take actions to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of university approved tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected academic integrity violations, instructors will follow prescribed procedures for alleged academic dishonesty. If academic dishonesty is likely, instructors can take steps consistent with the degree of the offence (see the academic integrity section on [policy violations](#)).

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

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

Other useful resources on Plagiarism and Cheating include:

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

3. UVic Library Resources: <https://www.uvic.ca/library/research-learning/citation-help/academic-integrity/index.php>
4. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

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

Program Requirements

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

Registration Status

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

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

Request for [Academic Concessions](#)

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

- **Request an in-course extension**

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

- **What to do if you miss the final exam scheduled during the formal exam period**

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

- **What to do if you require additional time to complete course requirements beyond the normal term.**

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

Research Participation Opportunities with the Department of Psychology

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

Student Code of Conduct

The [Student Code of Conduct](#) explains how University policies regarding student behaviour are interpreted and applied within the Faculties of Humanities, Science and Social Sciences.

Student Support Services

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

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Fall session – first term (September – December)

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

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

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

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

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

Phone: 250 721 8021

Email: eqhr01@uvic.ca

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

BE WELL



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

Social Life, Friends, & Community at UVic:

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

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

Counselling Services:

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

Health Services:

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

Centre for Accessible Learning:

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

Elders' Voices:

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

Mental Health Supports and Services:

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