

**Psychology 435A**  
**Advanced Infant and Child Development**  
**Spring Session 2025 A01**  
**CRN 24081**

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

	Instructor
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**Class Time:** 11:30am – 12:50pm Mondays and Thursdays

**Date Range:** January 6 to April 3, 2025

**Location:** Clearihue (CLE) A225

**Course Website:** A course website is available through the UVic Brightspace learning management system

**Course Description.** This course provides an in-depth examination of seminal theory and research in infant and child development. Students will apply a range of theoretical perspectives in understanding children's social and emotional development and examine how context plays a role in shaping individual competencies. Emphasis will be placed on how we can apply theory and research into developing school-based prevention programs and health promotion approaches.

**Learning Objectives.** Students will be able to:

- Expand their understanding of developmental theories relevant to infancy and early childhood, and integrate contemporary empirical findings for practical application purposes (e.g., to policy and practice in education, child welfare etc.).
- Discuss the range of methodological and analytical approaches used to characterize change in development, and describe how they are used to also identify sources of risk and resilience in child development.
- Effectively communicate the current state of literature on child development, and articulate remaining gaps that warrant future examination.

**Prerequisites.** Students must have completed all of PSYC300A and PSYC335. They must have completed or are concurrently enrolled in PSYC300B. Students must have completed 1 of PSYC336 or PSYC339.

**Respect for Diversity.** The diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to create a safe and open space where all students from diverse backgrounds feel comfortable when expressing their worldviews. To maintain this environment, it is critical that each class member be respectful of others' emotions, experiences, and perspectives, and to also be mindful of your own. Together, we can create a learning community that is inclusive and supportive.

**Course Requirements and Evaluation**

Evaluation	Date	% of Grade
Class Participation	Throughout (thought diaries due April 3)	15%
Class Presentation	Selected dates	30%
Group Project	March 24, 28 (must select books and plan by February 3)	30%
Final Paper	April 7	25%

**Class Participation (15%):** This is a discussion-based and interactive seminar-style course and your active engagement will enrich your learning experience. Therefore you are expected to attend class and participate in class discussions. To facilitate engagement with the course material, you must come prepared to class with at least 2 thought questions. These thought questions should reflect the topic of the upcoming class (i.e., based on the reading materials) and you will be asked to discuss your questions in class. The class presentations provide a prime opportunity to participate in class (e.g., by asking your thought questions). Class participation will be evaluated throughout the term based on your attendance (5%), thought questions (5%) as well as the quality of your comments and questions (5%). You must keep a record of your thought questions and submit them in one document by April 3rd.

**Class Presentation (30%):** Students are required to develop one class presentation relevant to the topic of the week and based on the course readings. More details and sign up for presentation dates will be discussed in class. Presentations will take the format commonly utilized at conference settings (20-30 minute presentation followed by 10 minutes of questions and answers). Students must use PowerPoint slides and must submit a 1-page class hand-out information sheet prior to their presentation. Presentations will be evaluated based on how well presenters facilitate class discussions, integrate theoretical perspectives, incorporate other empirical examples, and identify potential avenues for future research.

**Group Project (30%):** A fundamental goal of this course is to provide a practical understanding of how we can harness child development research to shape educational approaches that support children's diverse needs. In this assignment, you will pair up with another student in class to select a children's picture book that deals with social emotional learning. You will then use these books to create developmentally appropriate lesson plans that elementary school teachers can use as classroom activities to facilitate their social awareness and responsibility curriculum (worth 20%). These topics can range from relational processes (e.g., friendships, how to deal peacefully with peer conflict), respecting diversity and inclusion, to promoting cultural literacy. You can select from a catalogue of books that I have on hand. However, if you would like to select a book that is not on this list, I am able purchase them for you provided that is available from the UVic bookstore. In addition to your lesson plans, your group must also submit a recorded brief presentation of the lesson plans (10-15 minutes; worth 10%) and present briefly to the class during the Group Project Showcase days (March 24 & 28). With your permission, teachers from the Greater Victoria School Districts 61 and 62 may view these presentations and the lesson plans will be accessible for them to use in their classrooms.

**Final Paper (25%):** Each student will be required to submit a final research paper/report by April 7<sup>th</sup>. The paper should be between 8-10 pages, typed and double-spaced, not counting references or tables. Papers should adhere to APA formatting standards. The paper can take the form of

- a review of the recent literature on a topic related to infant and child development and its relevance to working with children in a school or clinical setting.
- a theory-based proposal for a study or prevention program targeting children's physical or mental health, or engagement in community.
- the development of a research proposal based on previous literature and class readings and discussion.

Papers will be evaluated based on how well students summarize and incorporate empirical research, and discuss implications for future directions in the field of child development research. It is your responsibility to check in with me periodically throughout the term for assistance on how to write an academic paper. This is a required component of the course. Failure to submit the final paper will result in an "N" for the course, even when a final grade of 50% or higher is achieved. 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.

### **Tentative Schedule of Classes**

*Readings and sequence of topics are subject to change as we finalize the presentation dates. The final schedule will have 2-3 readings per week. You are required to review the readings that will be presented in class.*

<b>Date</b>	<b>Topic</b>
January 6	Course Overview
January 9	<b>Introduction to lifespan development: theatrical perspectives</b>  <i>The evolution of developmental systems theories</i> Lerner, R. M. (1982). Children and adolescents as producers of their own development. <i>Developmental Review</i> , 2(4), 342-370.
January 13	<b>Introduction to lifespan development: methodology</b>  <i>Characterizing change across the lifespan</i> Collins, L. M. (2006). Analysis of longitudinal data: The integration of theoretical model, temporal design, and statistical model. <i>Annu. Rev. Psychol.</i> , 57, 505-528.
January 16	<b>Physical development in early childhood</b>  <i>Motor development: a universal progression?</i> Adolph, K. E., Karasik, L. B., & Tamis-LeMonda, C. S. (2014). Motor skill. In Handbook of cultural developmental science (pp. 61-88). Psychology Press.
January 20, 23	<b>Early life experiences, epigenetics and the developing brain</b>  <i>Prenatal environments and epigenetic linkages</i> Monk, C., Spicer, J., & Champagne, F. A. (2012). Linking prenatal maternal adversity to developmental outcomes in infants: the role of epigenetic pathways. <i>Development and psychopathology</i> , 24(4), 1361-1376.  Gartstein, M. A., & Skinner, M. K. (2018). Prenatal influences on temperament development: The role of environmental epigenetics. <i>Development and Psychopathology</i> , 30(4), 1269-1303.  <i>Epigenetic processes and context interactions</i> Conradt, E., Hawes, K., Guerin, D., Armstrong, D. A., Marsit, C. J., Tronick, E., & Lester, B. M. (2016). The contributions of maternal sensitivity and maternal depressive symptoms to epigenetic processes and neuroendocrine functioning. <i>Child Development</i> , 87(1), 73-85.  <i>Revisiting 'sensitive periods of development': methodological considerations</i> Woodard, K., & Pollak, S. D. (2020). Is there evidence for sensitive periods in emotional development? <i>Current Opinion in Behavioral Sciences</i> , 36, 1-6.  Thompson, A., & Steinbeis, N. (2020). Sensitive periods in executive function development. <i>Current Opinion in Behavioral Sciences</i> , 36, 98-105.
January 27, 30	<b>Cognitive developmental neuroscience in context</b>  <i>EF in social context</i> Doebel, S. (2020). Rethinking executive function and its development. <i>Perspectives on Psychological Science</i> , 15(4), 942-956.  Munakata, Y., & Michaelson, L. E. (2021). Executive functions in social context: Implications for conceptualizing, measuring, and supporting developmental trajectories. <i>Annual Review of Developmental Psychology</i> , 3(1), 139-163.  Zelazo, P. D., & Carlson, S. M. (2023). Reconciling the context-dependency and domain-generalty of executive function skills from a developmental systems perspective. <i>Journal of Cognition and Development</i> , 24(2), 205-222.  <i>The prefrontal cortex: a "late-developing" region of the brain?</i> Hodel, A. S. (2018). Rapid infant prefrontal cortex development and sensitivity to early environmental experience. <i>Developmental Review</i> , 48, 113-144.

February 3, 6,	<p><b>Social cognition</b></p> <p><i>Core processes in social cognition: insights from social cognitive neuroscience</i>  Pfeifer, J. H., &amp; Peake, S. J. (2012). Self-development: integrating cognitive, socioemotional, and neuroimaging perspectives. <i>Developmental cognitive neuroscience</i>, 2(1), 55-69.</p> <p>Decety, J., &amp; Holvoet, C. (2021). The emergence of empathy: A developmental neuroscience perspective. <i>Developmental Review</i>, 62, 100999.</p> <p><i>Theory of mind (ToM) and false belief understanding</i>  Scott, R. M., &amp; Baillargeon, R. (2017). Early false-belief understanding. <i>Trends in Cognitive Sciences</i>, 21(4), 237-249.</p>
February 10, 13	<p><b>The ‘Social’ Context of Social Cognition</b></p> <p><i>Social contexts and ToM</i>  Heyes, C. M., &amp; Frith, C. D. (2014). The cultural evolution of mind reading. <i>Science</i>, 344(6190), 1243091.</p> <p>Lane, J. D., &amp; Bowman, L. C. (2021). How children’s social tendencies can shape their theory of mind development: Access and attention to social information. <i>Developmental Review</i>, 61, 100977.</p> <p><i>Language and the development of social understanding</i>  Ensor, R., &amp; Hughes, C. (2008). Content or connectedness? Mother–child talk and early social understanding. <i>Child development</i>, 79(1), 201-216.</p> <p>De Villiers, J. G., &amp; de Villiers, P. A. (2014). The role of language in theory of mind development. <i>Topics in Language Disorders</i>, 34(4), 313-328.</p> <p><i>Attachment and the socialization of emotions?</i>  Vandermeer, M. R., Liu, P., Ali, O. M., Daoust, A. R., Joanisse, M. F., Barch, D. M., &amp; Hayden, E. P. (2024). Children’s neural reactivity to maternal praise and criticism: Associations with early depressive symptoms and maternal depression. <i>Development and Psychopathology</i>, 36(1), 12-27.</p> <p>Nofech-Mozes, J., Pereira, J., Gonzalez, A., &amp; Atkinson, L. (2019). Cortisol secretion moderates the association between mother–infant attachment at 17 months and child behavior at age 5 years. <i>Developmental psychobiology</i>, 61(2), 239-253.</p>
February 17, 20	<p><i>No Class – Family Day and Reading Week</i></p>
February 24, 27	<p><b>Prosocial behavior and moral development</b></p> <p>Paulus, M. (2014). The emergence of prosocial behavior: Why do infants and toddlers help, comfort, and share? <i>Child Development Perspectives</i>, 8(2), 77-81.</p> <p>Imuta, K., Henry, J. D., Slaughter, V., Selcuk, B., &amp; Ruffman, T. (2016). Theory of mind and prosocial behavior in childhood: A meta-analytic review. <i>Developmental Psychology</i>, 52(8), 1192–1205.  <a href="https://doi.org/10.1037/dev0000140">https://doi.org/10.1037/dev0000140</a></p> <p><i>Relationship contexts in early moral development</i>  Dahl, A. (2019). The science of early moral development: On defining, constructing, and studying morality from birth. <i>Advances in Child Development and Behavior</i>, 56, 1-35.</p> <p>Smetana, J. G., &amp; Ball, C. L. (2018). Young children's moral judgments, justifications, and emotion attributions in peer relationship contexts. <i>Child development</i>, 89(6), 2245-2263.</p>
March 3, 6	<p><b>Emotion regulation</b></p> <p><i>Developmental trends in emotion regulation</i>  Montroy, J. J., Bowles, R. P., Skibbe, L. E., McClelland, M. M., &amp; Morrison, F. J. (2016). The development of self-regulation across early childhood. <i>Developmental psychology</i>, 52(11), 1744.</p>

	<p>Slot, P. L., Mulder, H., Verhagen, J., &amp; Leseman, P. P. (2017). Preschoolers' cognitive and emotional self - regulation in pretend play: Relations with executive functions and quality of play. <i>Infant and Child Development</i>, 26(6), e2038.</p> <p><i>Emotion regulation in context</i>  Morris, A. S., Criss, M. M., Silk, J. S., &amp; Houlberg, B. J. (2017). The impact of parenting on emotion regulation during childhood and adolescence. <i>Child development perspectives</i>, 11(4), 233-238.</p> <p>Olson, S. L., Choe, D. E., &amp; Sameroff, A. J. (2017). Trajectories of child externalizing problems between ages 3 and 10 years: Contributions of children's early effortful control, theory of mind, and parenting experiences. <i>Development and psychopathology</i>, 29(4), 1333-1351.</p>
March 10, 13	<p><b>Peer Relationships</b></p> <p><i>School-based relationships and adjustment</i>  Kochenderfer - Ladd, B., Ladd, G. W., &amp; Thibault, S. A. (2022). Children's Interpersonal Skills and School - Based Relationships: Links to School Adjustment in Early and Middle Childhood. <i>The Wiley - Blackwell handbook of childhood social development</i>, 366-385.</p> <p>Ettekal, I., &amp; Ladd, G. W. (2020). Development of aggressive-victims from childhood through adolescence: Associations with emotion dysregulation, withdrawn behaviors, moral disengagement, peer rejection, and friendships. <i>Development and Psychopathology</i>, 32(1), 271-291.</p> <p>Sukhawathanakul, P., &amp; Leadbeater, B. (2020). Trajectories of peer victimization in elementary school children: Associations with changes in internalizing, externalizing, social competence, and school climate. <i>Journal of Community Psychology</i>, 48(6), 1751-1769.</p> <p><i>Roots of Machiavellianism?</i>  Hawley, P. H. (2003). Strategies of control, aggression, and morality in preschoolers: An evolutionary perspective. <i>Journal of experimental child psychology</i>, 85(3), 213-235.</p> <p><i>Peer victimization prevention</i>  Leadbeater, B. J., Thompson, K., &amp; Sukhawathanakul, P. (2016). Enhancing social responsibility and prosocial leadership to prevent aggression, peer victimization, and emotional problems in elementary school children. <i>American journal of community psychology</i>, 58(3-4), 365-376.</p> <p>da Cunha, J. M., Thomas, K. J., Sukhawathanakul, P., Santo, J. B., &amp; Leadbeater, B. (2021). Socially responsible children: A link between school climate and aggression and victimization. <i>International Journal of Behavioral Development</i>, 45(6), 504-512.</p>
March 17, 20	<p><b>Learning environments: Social emotional learning in schools, impact of screens on development</b></p> <p><i>SEL and school-based mental health promotion</i>  Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., ... &amp; Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta - analysis of universal school - based SEL interventions. <i>Child Development</i>, 94(5), 1181-1204.</p> <p>Durlak, J. A., Mahoney, J. L., &amp; Boyle, A. E. (2022). What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. <i>Psychological Bulletin</i>, 148(11-12), 765.</p> <p><i>SEL and inclusive learning practices</i>  Cipriano, C., &amp; McCarthy, M. F. (2023). Towards an inclusive social and emotional learning. <i>Social and Emotional Learning: Research, Practice, and Policy</i>, 100008.</p> <p>Lau, W. S., &amp; Shea, M. (2024). Empowering English learners in the classroom through culturally responsive social-emotional teaching practices. <i>Journal of Multilingual and Multicultural Development</i>, 45(7), 2880-2897.</p> <p><i>Screens and child development</i>  Hassinger-Das, B., Brennan, S., Dore, R. A., Golinkoff, R. M., &amp; Hirsh-Pasek, K. (2020). Children and screens. <i>Annual Review of Developmental Psychology</i>, 2(1), 69-92.</p>

	<p>Yang, S., Saïd, M., Peyre, H., Ramus, F., Taine, M., Law, E. C., ... &amp; Bernard, J. Y. (2024). Associations of screen use with cognitive development in early childhood: the ELFE birth cohort. <i>Journal of Child Psychology and Psychiatry</i>, 65(5), 680-693.</p> <p>Przybylski, A. K., &amp; Weinstein, N. (2019). Digital screen time limits and young children's psychological well - being: Evidence from a population - based study. <i>Child development</i>, 90(1), e56-e65.</p> <p>Madigan, S., Browne, D., Racine, N., Mori, C., &amp; Tough, S. (2019). Association between screen time and children's performance on a developmental screening test. <i>JAMA pediatrics</i>, 173(3), 244-250.</p>
March 24, 28	<b>Group Project Due – showcase presentation</b>
March 31, April 3	<p><b>Children and society</b></p> <p><i>Risk and adversity: who is the resilient child?</i> Masten, A. S. (2018). Resilience theory and research on children and families: Past, present, and promise. <i>Journal of Family Theory &amp; Review</i>, 10(1), 12-31.</p> <p><i>Supporting cultural resurgence</i> Cidro, J., Doenmez, C., Sinclair, S., Nychuk, A., Wodtke, L., &amp; Hayward, A. (2021). Putting them on a strong spiritual path: Indigenous douglas responding to the needs of Indigenous mothers and communities. <i>International journal for equity in health</i>, 20(1), 189.</p> <p>Owais, S., Ospina, M. B., Ford, C. D., Hill, T., Lai, J., Krzeczowski, J., ... &amp; Van Lieshout, R. J. (2024). Determinants of socioemotional and behavioral well - being among First Nations children living off - reserve in Canada: A cross - sectional study. <i>Child Development</i>.</p> <p><i>Global challenges and child development</i> Rao, N., &amp; Fisher, P. A. (2021). The impact of the COVID - 19 pandemic on child and adolescent development around the world. <i>Child Development</i>, 92(5), e738.</p> <p>Vergunst, F., &amp; Berry, H. L. (2022). Climate change and children's mental health: a developmental perspective. <i>Clinical Psychological Science</i>, 10(4), 767-785.</p>
April 11	<b>Final paper due</b>

#### *Important Notes*

1. Please feel free to talk with me anytime during the semester. If there is a problem that is negatively affecting your course performance, contact me as early as possible so that we can develop a plan to help you succeed in this class. 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.
2. It is your responsibility to check your registration status by the drop deadline to ensure that you are registered in the course. The last day to add courses is **January 22nd**.
3. Please consult the Department's important course policy for additional details.

#### **Grading Policy**

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number:

A+ = 90 – 100%	B+ = 77 – 79%	C+ = 65 – 69%	F = 0 – 49%
A = 85 – 89%	B = 73 – 76%	C = 60 – 64%	N = incomplete*
A- = 80 – 84%	B- = 70 – 72%	D = 50 – 59%	

\*If you do not complete presentation and paper you will receive an “N” for the course.



# BE WELL

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

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

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

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

## ***Counselling Services:***

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

## ***Health Services:***

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

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

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

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

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

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

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

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

## Sexualized Violence Prevention and Response at UVic

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

Where: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021

Email: [svpcoordinator@uvic.ca](mailto: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](mailto:privacyinfo@uvic.ca)

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

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

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

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

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

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

## Copyright

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

## Course Experience Survey (CES)

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

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

## Disclaimer

The 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/>.

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

## Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

Other useful resources on Plagiarism and Cheating include:

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

### Prerequisites

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

### Program Requirements

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

### Registration Status

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

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

### Request for Academic Concessions

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

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

### Research Participation Opportunities with the Department of Psychology

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

### Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

### **This classroom is a trans-inclusive space**

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

### **University of Victoria Students' Society (UVSS)**

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

### **Academic Important Dates**

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

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

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

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