

Psychology 435C (A01)
Advanced Adolescent Development
Fall Session 2025

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

	Instructor
<i>Name</i>	Paweena Sukhawathanakul
<i>Email</i>	
<i>Office Hours</i>	By appointment

Class Time: 1:00pm – 2:20pm, Mondays and Thursdays
Date Range: September 3 – December 3, 2025
Location:
Course Website: Course materials including readings are posted on Brightspace

Course Description

This advanced developmental lifespan course is designed to review theory and research on adolescent development, with special emphasis on the promotion of health and prevention of problems in this period of development. Specific topics include brain development, biological maturation, cognitive development, social-emotional development, parent-adolescent relations, gender roles, sexuality, and problem behaviour. Attention will be given to the role of the social and cultural context in adolescent development.

Learning Objectives. Students will be able to:

- Develop a comprehensive understanding of the diverse methodological approaches used to address critical questions in the field of adolescent development.
- Critically evaluate empirical research on adolescent development.
- Summarize and present empirical research to an academic audience.
- Translate empirical research findings in an accessible manner.
- Communicate how research on adolescence can be used to inform social policies that impact the well-being of youth.

Prerequisites

- Complete all of PSYC300A and PSYC336
- Complete 1 of PSYC335 or PSYC339

Course Requirements and Evaluation

Evaluation	Date	% of Grade
Class Participation	Attendance (5%) and class engagement (5% throughout) Thought diary entries (5%) due December 1 st	15%
Class Presentation	Selected dates	25%
Youth Support Services Group Assignment	Class showcase and policy brief (due October 16 th)	20%
KT Assignment	November 13 th	15%
Final Paper	December 8 th	25%

Class Participation: This is a discussion-based and interactive seminar-style course and your active engagement will enrich your learning experience. You are expected to attend class and participate in discussions. To

facilitate engagement with the course material, you must prepare at least 3 thought questions related to the weekly readings and topic of discussion. Keep a record (i.e., diary) of your weekly thought questions and submit them in one document by the end of the course (due December 1st). Class participation will be evaluated based on your attendance (5%), in-class engagement (5%), and depth of your thought questions (5%).

Class Presentations: Students are required to develop presentations relevant to the topic of the week. Presentations will take the format commonly utilized at conference settings (20 minute presentation followed by 10 minutes of questions and answers). Presentations will be evaluated based on how well presenters facilitate class discussions, integrate current research and discuss the topic in relation to the health and well-being of today's youth. Presentation topic (chosen based on assigned readings) will be finalized by September 8th.

Knowledge Translation (KT) Assignment: Communicating research in an accessible manner allows researchers to expand the impact of their research to diverse audiences beyond the academic community. Knowledge translation (KT) seeks to narrow the perceived gap between knowledge and practice and has been defined as 'a dynamic and iterative process that includes synthesis, dissemination, exchange and ethically-sound application of knowledge to improve the health of Canadians, provide more effective health services and products and strengthen the health care system (CIHR, www.cihr-irsc.gc.ca/e/29418.html). The purpose of this assignment is to practice disseminating the content of your class presentation to a community audience, namely parents/caregivers of youth (worth 15%; due November 13th). This can be on any platform of your choosing (e.g., in the form of a brief infographic, blog, pamphlet, or podcast).

Assessment of Youth Support Services Assignment: A range of community-based health and social services and programs that serve young people exist locally but vary in quality, accessibility, and environment. In this group assignment (groups of 2 or 3), identify a support service that cater to youth (can be municipal, provincial or federal). Submit a 2-3 page policy brief that summarizes the services that are offered and assess the service's ability to meet the needs of youth related to accessibility (e.g., outreach, communication, affordability), quality (e.g., service experience, training, comprehensiveness, safety, education, continuity), and service environment (e.g., cultural considerations, diverse representation, youth engagement). The assessment should also include a summary of the services' strengths and opportunities for improvement. You must select a service area by September 15th. Possible service areas: substance use, employment (jobs, internship), educational planning and support, leadership programs, newcomer youth (refugee and immigrant youth), physical health (diet, exercise, sexual health), youth in care, Indigenous youth, mental health, unhoused youth, climate action, mentorship.

Final Paper: Each student will be required to submit a final research paper/report by December 8th. 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 adolescent development and its relevance to working with adolescents in a school or clinical setting.
- a theory-based proposal for a study or prevention program targeting adolescent'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 adolescent development research. It is your responsibility to check in with me periodically throughout the term for assistance on how to write an academic paper.

Extra Credit with Participation in Research Studies: Students can earn up to 2% extra credit toward your final grade by participating in psychological studies that are posted on the research pool website. Visit <https://uvic.sona-systems.com> for more information. Note that you must complete your participation by the last day of the course to receive credit.

Tentative Schedule of Classes

Date	Topic
September 4	Course Overview
September 8	<p><i>Introduction to developmental approaches</i></p> <p>Hofer et al., (2012) Foundational issues of design and measurement in developmental research. In Laursen, B. P., Little, T. D., & Card, N. A. (Eds.); Handbook of developmental research methods. Guilford Press.</p>
September 11	<p><i>Brain Development and Decision Making: Context matters</i></p> <p>Galván, A. (2021). Adolescent brain development and contextual influences: A decade in review. <i>Journal of Research on Adolescence</i>, 31(4), 843-869.</p> <p>Icenogle, G., & Cauffman, E. (2021). Adolescent decision making: A decade in review. <i>Journal of Research on Adolescence</i>, 31(4), 1006-1022.</p>
September 15, 18	<p><i>Puberty and Impacts on Stress Physiology</i></p> <p>van den Bos, E., De Rooij, M., Miers, A. C., Bokhorst, C. L., & Westenberg, P. M. (2014). Adolescents' increasing stress response to social evaluation: Pubertal effects on cortisol and alpha - amylase during public speaking. <i>Child Development</i>, 85(1), 220-236.</p> <p>Vijayakumar, N., Youssef, G., Bereznicki, H., Dehestani, N., Silk, T. J., & Whittle, S. (2024). The social determinants of emotional and behavioral problems in adolescents experiencing early puberty. <i>Journal of Adolescent Health</i>, 74(4), 674-681.</p>
September 22, 25	<p><i>Identity Development: Exploration and self-acceptance</i></p> <p>Becht, A. I., Nelemans, S. A., Branje, S. J., Vollebergh, W. A., & Meeus, W. H. (2021). Daily identity dynamics in adolescence shaping identity in emerging adulthood: An 11-year longitudinal study on continuity in development. <i>Journal of youth and adolescence</i>, 50(8), 1616-1633.</p> <p>Watson, P. W. S. J., Sotardi, V. A., Park, J. J., & Roy, D. (2021). Gender self-confidence, scholastic stress, life satisfaction, and perceived academic achievement for adolescent New Zealanders. <i>Journal of Adolescence</i>, 88, 120-133.</p> <p>Tordoff, D. M., Wanta, J. W., Collin, A., Stepney, C., Inwards-Breland, D. J., & Ahrens, K. (2022). Mental health outcomes in transgender and nonbinary youths receiving gender-affirming care. <i>JAMA network open</i>, 5(2), e220978-e220978.</p>
September 29, October 2	<p><i>Week to reflect on National Day for Truth and Reconciliation</i></p> <p><i>Cultural and Ethnic Identity</i></p>

	<p>Reynolds, A., Keough, M. T., Blacklock, A., Tootoosis, C., Whelan, J., Bomfim, E., ... & Burack, J. A. (2023). The impact of cultural identity, parental communication, and peer influence on substance use among Indigenous youth in Canada. <i>Transcultural Psychiatry</i>, 13634615231191999.</p> <p>Schachner, M. K., Hölscher, S., Moscardino, U., Ceccon, C., Juang, L., & Pastore, M. (2024). Adolescent cultural identity development in context: The dynamic interplay of the identity project with classroom cultural diversity climate in Italy and Germany. <i>Journal of Youth and Adolescence</i>, 53(11), 2480-2498.</p>
October 6, 9	<p><i>Moral Development, Religiosity & Spirituality</i></p> <p>Wang, X., Yang, J., Wang, P., Zhang, Y., Li, B., Xie, X., & Lei, L. (2020). Deviant peer affiliation and bullying perpetration in adolescents: The mediating role of moral disengagement and the moderating role of moral identity. <i>The Journal of Psychology</i>, 154(3), 199-213.</p> <p>Carlo, G., & Padilla-Walker, L. (2020). Adolescents' prosocial behaviors through a multidimensional and multicultural lens. <i>Child Development Perspectives</i>, 14(4), 265-272.</p> <p>King, P. E., Hardy, S. A., & Noe, S. (2021). Developmental perspectives on adolescent religious and spiritual development. <i>Adolescent Research Review</i>, 6(3), 253-264.</p>
October 13	<i>No class – Thanksgiving Day</i>
October 16	<i>Discussion on Youth Support Services</i>
October 20, 23	<p><i>Parents</i></p> <p>Rusby, J. C., Light, J. M., Crowley, R., & Westling, E. (2018). Influence of parent–youth relationship, parental monitoring, and parent substance use on adolescent substance use onset. <i>Journal of Family Psychology</i>, 32(3), 310.</p> <p>Telzer, E. H., Ichien, N. T., & Qu, Y. (2015). Mothers know best: Redirecting adolescent reward sensitivity toward safe behavior during risk taking. <i>Social Cognitive and Affective Neuroscience</i>, 10(10), 1383–1391. https://doi.org/10.1093/scan/nsv026</p> <p>Leadbeater, B. J., Sukhawathanakul, P., Holfeld, B., & Temple, J. R. (2017). The effects of continuities in parent and peer aggression on relational intimate partner violence in the transition to young adulthood. <i>Prevention Science</i>, 18(3), 350-360.</p> <p>Or van Rijn–van Gelderen, L., Schulz, S., Neervoort, N., Branje, S., & Overbeek, G. (2025). “Children will Love Like You Do”: How Adolescents’ Relationships with Parents Predict the Quality of Best Friendships and Romantic Relations. <i>Journal of Youth and Adolescence</i>, 1-12.</p>
October 27, 30	<i>Peers</i>

	<p>Smith, A. R., Chein, J., & Steinberg, L. (2014). Peers increase adolescent risk taking even when the probabilities of negative outcomes are known. <i>Developmental Psychology</i>, 50(5), 1564.</p> <p>Or Field, N. H., Choukas-Bradley, S., Giletta, M., Telzer, E. H., Cohen, G. L., & Prinstein, M. J. (2024). Why adolescents conform to high-status peers: Associations among conformity, identity alignment, and self-esteem. <i>Child Development</i>, 95(3), 879-894.</p> <p>Van Hoorn, J., Crone, E. A., & Van Leijenhorst, L. (2017). Hanging out with the right crowd: Peer influence on risk-taking behavior in adolescence. <i>Journal of Research on Adolescence</i>, 27(1), 189-200.</p>
November 3, 6	<p>Media</p> <p>Winstone, L., Mars, B., Haworth, C. M., Heron, J., & Kidger, J. (2022). Adolescent social media user types and their mental health and well-being: Results from a longitudinal survey of 13–14-year-olds in the United Kingdom. <i>JCPP advances</i>, 2(2), e12071.</p> <p>Holfeld, B., & Sukhawathanakul, P. (2017). Associations between internet attachment, cyber victimization, and internalizing symptoms among adolescents. <i>Cyberpsychology, Behavior, and Social Networking</i>, 20(2), 91-96.</p> <p>Steinsbekk, S., Wichstrøm, L., Stenseng, F., Nesi, J., Hygen, B. W., & Skalická, V. (2021). The impact of social media use on appearance self-esteem from childhood to adolescence—A 3-wave community study. <i>Computers in Human Behavior</i>, 114, 106528.</p> <p>Padilla-Walker, L. M., Coyne, S. M., Kroff, S. L., & Memmott-Elison, M. K. (2018). The protective role of parental media monitoring style from early to late adolescence. <i>Journal of Youth and Adolescence</i>, 47, 445-459.</p>
November 10	No Class – Reading Week
November 13	<p>Psychopathology</p> <p>Kotov, R., Cicero, D. C., Conway, C. C., DeYoung, C. G., Dombrovski, A., Eaton, N. R., ... & Wright, A. G. (2022). The Hierarchical Taxonomy of Psychopathology (HiTOP) in psychiatric practice and research. <i>Psychological Medicine</i>, 52(9), 1666-1678.</p> <p>Schäfer, J. L., McLaughlin, K. A., Manfro, G. G., Pan, P., Rohde, L. A., Miguel, E. C., ... & Salum, G. A. (2023). Threat and deprivation are associated with distinct aspects of cognition, emotional processing, and psychopathology in children and adolescents. <i>Developmental Science</i>, 26(1), e13267.</p>
November 17, 20	Substance Use

	<p>Schulenberg, J. E., & Maggs, J. L. (2002). A developmental perspective on alcohol use and heavy drinking during adolescence and the transition to young adulthood. <i>Journal of Studies on Alcohol, Supplement</i>, (14), 54-70.</p> <p>Merrin, G. J., Leadbeater, B. J., Sturgess, C. M., Ames, M. E., & Thompson, K. (2022). Predictors of early-onset cannabis use in adolescence and risks for substance use disorder symptoms in young adulthood. <i>Journal of Drug Issues</i>, 52(2), 182-206.</p> <p>Nairn, S. A., Audet, M., Stewart, S. H., Hawke, L. D., Isaacs, J. Y., Henderson, J., ... & Conrod, P. (2022). Interventions to reduce opioid use in youth at-risk and in treatment for substance use disorders: a scoping review. <i>The Canadian Journal of Psychiatry</i>, 67(12), 881-898.</p> <p>Pilarinos, A., Fast, D., Nosova, E., Kwa, Y., Joe, R., Buxton, J. A., & DeBeck, K. (2022). Initiation of opioid agonist treatment and subsequent substance use and other patterns among adolescents and young adults in Vancouver, Canada. <i>Drug and Alcohol Dependence</i>, 235, 109441.</p>
November 24, 27	<p>Physical Health</p> <p>McDowell, C., Rush, J., & Sukhawathanakul, P. (2023). Does being defiant and irritable take a toll on physical health? Examining the covariation between symptoms of physical health and oppositional defiance across adolescence to young adulthood. <i>Psychology & Health</i>, 1-17.</p> <p>Ames, M. E., Leadbeater, B. J., Merrin, G. J., & Thompson, K. (2020). Patterns of marijuana use and physical health indicators among Canadian youth. <i>International Journal of Psychology</i>, 55(1), 1-12.</p> <p>Spruit, A., Assink, M., van Vugt, E., van der Put, C., & Stams, G. J. (2016). The effects of physical activity interventions on psychosocial outcomes in adolescents: A meta-analytic review. <i>Clinical Psychology Review</i>, 45, 56-71.</p>
December 1	Closing - potluck

Note: This schedule is tentative and any changes will be discussed in class and posted on Brightspace.

Important Notes

1. Please consult the Department's important course policy for additional details.
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 **September 19th**.
3. 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.
4. The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Grading 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%	

*You must complete the class presentation and final paper which are mandatory requirements of this course. Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements 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.

Descriptions of each grade and how it should be interpreted can be found at:

<https://www.uvic.ca/calendar/undergrad/index.php#/policy/S1AAgoGuV?bc=true&bcCurrent=16%20-%20Grading&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies>

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.

Children

If you need to bring your children 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.

Policy on Academic Integrity including Plagiarism and Cheating

The Faculty of Social Sciences 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.
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.

How you contribute to this course represents your conduct as a member of our university community. As such, it is your responsibility to uphold the shared values of academic integrity, which includes writing ethically with transparency and originality. Using **generative artificial intelligence (GenAI)** tools to represent your work constrains your learning and minimizes the contributions of your lived experiences. The purpose of the assignments is to hone your research skills and practice your writing so that you do not need to rely on the use of these tools for academic expression. We expect every element of each course assignment to be fully prepared by the student themselves and therefore the use of GenAI is strictly prohibited in any submitted work, and is treated as a breach of academic conduct. The course instructor reserves the right to use AI detectors.

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 Fall 2024.

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

https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V#/policy/Sk_0xsM_V%C2%A0

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
1. 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

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. 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 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://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.

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Fall 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.

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

Medical Documentation for absences

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

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

Ombudsperson and Academic Concerns

From the course calendar...

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

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

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

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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](#) 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](mailto:uvss@uvic.ca)!

Academic Important Dates

Fall session – first term (September – December)

Wednesday, September 3 rd	First term classes begin for all faculties
Tuesday, September 16 th	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 19 th	Last day for adding courses that begin in the first term
Tuesday, September 30 th	Last day for paying first term fees without penalty
Tuesday, September 30 th	University Closed (National Day for Truth and Reconciliation)
Tuesday, October 7 th	Last day for 50% reduction of tuition fees for standard courses
Monday, October 13 th	University Closed (Thanksgiving Day)
Friday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
Tuesday, November 11 th	University Closed (Remembrance Day)
November 10 th - 12 th	Reading Break for all faculties
Wednesday, December 3 rd	Last day of classes in first term for all faculties
Wednesday, December 3 rd	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Saturday, December 6 th	First term examinations begin for all faculties
Saturday, December 20 th	First term examinations end for all faculties
December 25 th - 31 st	University Closed (Winter Break)

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

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 3	Dec 3	Sep 16	Sep 19	Oct 7	Oct 31
Second term	Jan 5	Apr 2	Jan 18	Jan 21	Feb 8	Feb 28

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/>