



PSYC 491 A01

Advanced Special Topics in Psychology: Psychological Principles for Instruction

Spring 2025/A02/22814/1.5 units

Spring/2025 (January 5 – April 2)

Monday/Thursday 1:00-2:20pm

Mac D111

We 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..

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Phone	[REDACTED]
Office Hours	<a href="#">Click to (Book time with Allyson Hadwin: PSYC 491 Office Hours )</a>
LMS	Brightspace & Teams

Course Specific Information

Course Description

Psychological science has much to contribute to enhancing teaching and learning across a range of educational contexts. Drawing on contemporary research, this course will explore evidenced-based principles from psychology that inform the design of effective and responsive learning environments. The course will be of interest to students who are interested in (a) applying psychological science to instructional design or assessment, (b) developing instructional tools and interventions, (c) pursuing careers related to education or instructional design, or (d) contributing to research in the psychology of education. This is a good course for future teaching assistants.

**Inquiry Course:** This course is designed to be inquiry oriented. Students will work in small inquiry teams to solve instructional problems and questions using contemporary psychological research. Inquiry projects will include individually graded components and collaborative components. Students will be expected to present and share their solutions with each other and to showcase those solutions for university instructors. Throughout the course, Dr. Hadwin will help students consult with subject matter experts.

Examples of Inquiry Topics:

1. **Beliefs about Learning:** Addressing misconceptions about learning and promoting growth mindsets.
2. **Prior Knowledge and Conceptual Change:** Bridging gaps in prior knowledge and facilitating conceptual change.
3. **Cognition and Learning Skills:** Enhancing cognitive processes and learning strategies.
4. **Studying, Rehearsal, and Retrieval:** Supporting and coaching effective studying and retrieval practices.
5. **Motivation and Intrinsic Interest:** Creating environments that foster intrinsic motivation.
6. **Metacognition and Self-regulation:** Fostering self-regulated learning, and metacognitive skills.
7. **Social Context and Social Belongingness:** Promoting social inclusion and a sense of belonging.
8. **Feedback and Assessment:** Leveraging formative and summative assessment to improve learning.
9. **Mental Health and Well-being:** Supporting mental health and psychological well-being in instructional contexts
10. **Equity, diversity and Inclusion:** Decolonizing instructional environments to create more inclusive learning environments

**Course Prerequisites.** Must have completed PSYC 300A

## Course Objectives

- Leverage psychological research to solve real world instructional challenges
- Explain key psychological principles informing instructional and educational practices
- Summarize empirical evidence to support or explain key principles informing the field
- Critically examine and discuss research findings and their implications for practice
- Generate evidence-based solutions to answer instructional questions
- Develop critical research competencies for refining literature searches, synthesizing research findings, and presenting findings in scholarly written briefs
- Present evidence-based solutions for instructional challenges for instructors who may have no knowledge of psychological research and principles.

## Course requirements and evaluation

### Community Learning, Integration and Knowledge Instruction (Inquiry Groups) (65%)

Library search assignment	Jan 16 by 8pm	5%
Literature Brief Assignment*	Feb 13 by 8pm	25%
In class open book exam* (Part 1 and Part 2)	Feb 23 & 26 in class	25%
Weekly Engagement and Community Contributions	Weekly	10%

### Collaborative Inquiry Assignments (35%)

Inquiry Team Contract	TBD	5%
Individual reflection on Final Project & Collaboration	Mar 30 or Apr 2	5%
Collaborative Project Showcase & Peer Feedback*	Mar 30 or Apr 2	20%
Peer feedback on 2 other groups project showcases	Mar 30 or Apr 2	5%

Assignments marked with \* are required components of the course. Failure to complete any of these three assignments will result in a grade of N. N is a failing grade and factors into GPA as a value of 0

### Life Happens Pass (PSYC 491)

I recognize that life can sometimes throw unexpected challenges your way. Whether it's illness, unexpected family responsibilities, or other unforeseen circumstances, I understand that such events can disrupt your best-laid plans. To support you during such times, you can complete the form below to get a "Life Happens" Free Pass for 48 hr extension or a class absence. [2026 PSYC 491 Life Happens Pass – Fill out form](#)

### Weekly Engagement and Community Contributions

Weekly engagement and participation are required for this course. On Mondays you need to attend with readings completed and ready to share and discuss what you have learned with your expert groups. Each week, you will prepare a collective summary by the end of Monday's class. On Thursdays, you will share what you learned this week (from Monday) in mixed groups. You will serve as the expert for that topic, sharing the collective summary and learning from presenters in other topic areas.

Exceptional (≈90–100%)	<p><b>Attendance:</b> Rarely misses class; present for nearly all sessions.</p> <p><b>Engagement:</b> Actively participates in discussions, asks insightful questions, and contributes meaningfully to group discussions.</p> <p><b>Behavior:</b> Always Prepared—Consistently prepared for class with readings complete and ready to discuss/share. Demonstrates leadership within the group.</p>
Strong (≈80–89%)	<p><b>Attendance:</b> Attends most classes; occasional absences with valid reasons.</p> <p><b>Engagement:</b> Frequently participates in discussions and activities; contributions show understanding and preparation.</p> <p><b>Behavior:</b> Usually prepared for class with readings complete and ready to discuss/share. Engages respectfully and supports peers in learning.</p>
Moderate (≈70–79%)	<p><b>Attendance:</b> Misses several classes but maintains a majority presence.</p> <p><b>Engagement:</b> Participates occasionally; contributions are sometimes superficial or show partial preparation.</p> <p><b>Behavior:</b> Generally attentive but may be passive in group work.</p>

Limited (≈60–69%)	<b>Attendance:</b> Misses many classes; attendance is inconsistent. <b>Engagement:</b> Rarely participates; contributions lack depth or relevance. <b>Behavior:</b> Minimal interaction with peers or instructor; preparation is often lacking.
Minimal (≈50–59%)	<b>Attendance:</b> Frequently absent; attends less than two-thirds of sessions. <b>Engagement:</b> Does not participate meaningfully; often disengaged during class. <b>Behavior:</b> Shows little effort to prepare or collaborate; may be disruptive or withdrawn
Unsatisfactory	Consistently unprepared for class, missing class, and/or disengaged during discussions. Group and classmates can't count on you as part of their learning community.

## Class Schedule

### Part 1: Introduction to the Psychology of Instruction

Jan 5/8	<b>Objectives</b> Orientation to instructional psychology and the course <b>Activities:</b> <ul style="list-style-type: none"> <li>• Introduction to course and the APA principles</li> <li>• Inquiry group formation, topic selection, and initial research</li> </ul>	<b>Deliverables:</b> Topic choice and inquiry teams formed
Jan 12/15	Identify critical questions to be answered Identify foundational papers, chapters, and reviews (meta-analyses and meta-syntheses)	<b>Deliverables:</b> <a href="#">Inquiry team contracts (5%)</a> <a href="#">Library search assignment (5%)</a>

### Part 2: Community Learning, Exploration, and Knowledge Construction

Jan 19/22	<b>Objectives:</b> Begin literature review focusing on foundational theories and principles of educational psychology. <b>Activities:</b> <ul style="list-style-type: none"> <li>• Guided reading on foundational theories (e.g., behaviorism, cognitivism, constructivism).</li> <li>• Group discussions and summarization of key concepts.</li> </ul>	<b>Deliverables:</b> Summary of foundational theories informing this issue.
Jan 26/29	<b>Objectives:</b> Review of relevant meta-analyses and meta-syntheses. <b>Activities:</b> <ul style="list-style-type: none"> <li>• Guided reading articles</li> <li>• Group discussions and summarization of key concepts.</li> </ul>	<b>Deliverables:</b> Summary of review papers.
Feb 2/5	<b>Objectives:</b> Deep dive into the research relevant to each group's topic. <b>Activities:</b> <ul style="list-style-type: none"> <li>• In-depth reading on assigned theories and recent research.</li> <li>• Group meetings to discuss findings and start synthesizing information.</li> </ul>	<b>Deliverables:</b> Annotated bibliography started
Feb 9/12	<b>Objectives:</b> Deep dive into the research relevant to each group's topic. <b>Activities:</b> <ul style="list-style-type: none"> <li>• In-depth reading on assigned theories and recent research.</li> <li>• Group meetings to discuss findings and start synthesizing information.</li> </ul>	<b>Deliverables:</b> Annotated bibliography completed <a href="#">Literature brief assignment (25%)</a>

### Part 3: Review, Integration, and Mastery

Feb 16-19	READING BREAK – Consolidate learning in an Exam Companion	Prepare Exam Companion
Feb 23-26	Midterm exam – open book (bring your computer) Part 1 – Feb 23 Monday Expertise Topic	<a href="#">In class open book midterm exam (25%)</a>

	Part 2 – Feb 26 Use what you have learned across topics for case analysis and evidence-based analysis	
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#### Part 4: Knowledge Translation Labs

Mar 2-5	<p><b>Sprint 1: Project Design Plan and Contract</b> Begin designing the structure and content of knowledge translation project.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Project Plan- Clear articulation of the project audience and outcome</li> <li>• Make your sprint deliverables plan and commitments</li> <li>• Team contract - roles and expectations clearly defined</li> <li>• Begin outlining product structure considering how you will engage with a community partner to present your work and get meaningful feedback from authentic users</li> <li>• Detail content for each section of the workshop.</li> </ul>	<p><b>Sprint 1 deliverables:</b> Team contract (5%) Project Description Project plan and deliverables Team contract signed by members</p>
Mar 9-13	<p><b>Sprint 2: Design &amp; Development:</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Report in about what your progress/products since last sprint meetings</li> <li>• Continue designing the structure and content of knowledge translation project</li> <li>• Plan next steps and commitments for next week</li> <li>• Make any additions or revisions to your team deliverables plan</li> <li>• Document status updates and contributions to date by team member.</li> </ul>	<p><b>Sprint 2 deliverables:</b> Status &amp; Contribution update Commitments &amp; Deliverables for next week by team member.</p>
Mar 16-19	<p><b>Sprint 3: Design &amp; Development:</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Report in about what your progress/products since last sprint meetings</li> <li>• Plan/create materials needed for the community partner presentations/workshops (e.g., presentations, handouts, activities).</li> <li>• Plan next steps and commitments for next week</li> <li>• Make any additions or revisions to your team deliverables plan.</li> </ul>	<p><b>Sprint 3 deliverables:</b> Status &amp; Contribution update Commitments &amp; Deliverables for next week by team member.</p>
Mar 23-26	<p><b>Sprint 4: Pilot test community partner presentations gather feedback.</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Conduct a trial run of the workshop with peers or a small group of instructors.</li> <li>• Collect feedback on content, delivery, and engagement.</li> <li>• Plan next steps and commitments for next week</li> <li>• Make any additions or revisions to your team deliverables plan.</li> </ul>	<p><b>Deliverables:</b> Status &amp; Contribution update Commitments &amp; Deliverables for next week by team member.</p>

#### Part 5: Community Partner Presentations/Workshops

Mar 30- Apr 2	Final presentations – Present workshops for community partners	<p>Final workshop (20%) Peer feedback for 2 groups (5%) Reflection on your learning and teamwork (5%)</p>
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## Sample Reading Clusters (Final list posted in brightspace)

1. Together, we will identify current research and articles for reading clusters
2. Students should expect to read and synthesize at least 2 readings on a weekly basis.

Topic and Reading cluster per topic
<b>Introduction to the APA principles from psychology</b>
<ol style="list-style-type: none"><li>1. APA 20 principles American Psychological Association, Coalition for Psychology in Schools and Education. (2015). "Top 20 principles from psychology for preK-12 teaching and learning." Retrieved from <a href="http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf">http://www.apa.org/ed/schools/cpse/top-twenty-principles.pdf</a></li><li>2. First peoples principles of learning: <a href="https://firstpeoplesprinciplesoflearning.wordpress.com/">https://firstpeoplesprinciplesoflearning.wordpress.com/</a></li><li>3. What is educational psychology <a href="https://www.youtube.com/watch?v=Nm1EXUm023s">https://www.youtube.com/watch?v=Nm1EXUm023s</a></li></ol>
<b>Beliefs about learning</b>
<ol style="list-style-type: none"><li>1. Yeager, D. S., &amp; Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. <i>Educational Psychologist</i>, 47, 302-314. [<a href="#">Growth Mindsets</a>]</li><li>2. Kate, Talsma., Benjamin, Schüz., Benjamin, Schüz., Ralf, Schwarzer., Ralf, Schwarzer., Kimberley, Norris. (2017). I believe, therefore I achieve (and vice versa): A meta-analytic cross-lagged panel analysis of self-efficacy and academic performance. <i>Learning and Individual Differences</i>, 61:136-150. doi: 10.1016/J.LINDIF.2017.11.015 [<a href="#">Self-Efficacy Beliefs</a>]</li><li>3. Oschatz, K. (2015). Epistemological Beliefs and Motivation. In <i>International Encyclopedia of the Social &amp; Behavioral Sciences: Second Edition</i> (pp. 887–893). Elsevier Inc. <a href="https://doi.org/10.1016/B978-0-08-097086-8.26093-5">https://doi.org/10.1016/B978-0-08-097086-8.26093-5</a> [<a href="#">Epistemological Beliefs</a>]</li></ol>
<b>Prior Knowledge and Conceptual Change</b>
<ol style="list-style-type: none"><li>1. Bittermann, A., McNamara, D., Simonsmeier, B. A., &amp; Schneider, M. (2023). The Landscape of Research on Prior Knowledge and Learning: a Bibliometric Analysis. <i>Educational Psychology Review</i>, 35(2), 58. <a href="https://doi.org/10.1007/s10648-023-09775-9">https://doi.org/10.1007/s10648-023-09775-9</a></li><li>2. van Kesteren, M. T. R., Rijpkema, M., Ruiters, D. J., Morris, R. G. M., &amp; Fernández, G. (2014). Building on Prior Knowledge: Schema-dependent Encoding Processes Relate to Academic Performance. <i>Journal of Cognitive Neuroscience</i>, 26(10), 2250–2261. <a href="https://doi.org/10.1162/jocn_a_00630">https://doi.org/10.1162/jocn_a_00630</a></li><li>3. Sinatra, G. M., Kienhues, D., &amp; Hofer, B. K. (2014). Addressing Challenges to Public Understanding of Science: Epistemic Cognition, Motivated Reasoning, and Conceptual Change. <i>Educational Psychologist</i>, 49(2), 123–138. <a href="https://doi.org/10.1080/00461520.2014.916216">https://doi.org/10.1080/00461520.2014.916216</a></li></ol>
<b>Cognition and Learning Skills</b>
<ol style="list-style-type: none"><li>1. Bjork, R. A., Dunlosky, J., &amp; Kornell, N. (2013). Self-Regulated Learning: Beliefs, Techniques, and Illusions. <i>Annual Review of Psychology</i>, 64(1), 417–444. <a href="https://doi.org/10.1146/annurev-psych-113011-143823">https://doi.org/10.1146/annurev-psych-113011-143823</a></li><li>2. Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., &amp; Willingham, D. T. (2013). What works? What doesn't. <i>Scientific American</i> 24(4), 46–53.</li><li>3. Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., &amp; Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. <i>Psychological Science in the Public Interest</i>, 14, 4-5</li></ol>
<b>Studying, rehearsal and retrieval</b>
<ol style="list-style-type: none"><li>1. Carpenter, S. K., Cepeda, N. J., Rohrer, D., Sean H. K. Kang, &amp; Pashler, H. (2012). Using spacing to enhance diverse forms of learning: Review of recent research and implications for instruction. <i>Educational Psychology Review</i>, 24, 369-378.</li><li>2. Kapler, I. V., Weston, T., &amp; Wiseheart, M. (2015). Spacing in a simulated undergraduate classroom: Long-term benefits for factual and higher-level learning. <i>Learning and Instruction</i>, 36, 38-45.</li><li>3. Chan, J. C., Meissner, C., &amp; Davis, S. (2018). Retrieval potentiates new learning: A theoretical and meta-analytic review. <i>Psychological Bulletin</i>, 144, 1111-1146. 4 Roediger III, H. L., &amp; Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. <i>Psychological Science</i>, 17, 249-255.</li></ol>
<b>Motivation and Intrinsic Interest</b>
<ol style="list-style-type: none"><li>1. Urhahne, D., &amp; Wijnia, L. (2023). <i>Theories of Motivation in Education: An Integrative Framework</i>. 35, 45. <a href="https://doi.org/10.1007/s10648-023-09767-9">https://doi.org/10.1007/s10648-023-09767-9</a></li></ol>

2. Anderman, E. M., & Gray, D. L. (2015). Motivation, Learning, and Instruction. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 928–935). Elsevier Inc. <https://doi.org/10.1016/B978-0-08-097086-8.26041-8>
3. Miele, D. B., Rosenzweig, E. Q., & Browman, A. S. (2023). Motivation. In *Handbook of Educational Psychology* (pp. 191–218). Taylor and Francis. <https://doi.org/10.4324/9780429433726-12>
4. Renninger, K. A., & Pozos-Brewer, R. K. (2015). Interest, Psychology of. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 378–385). Elsevier Inc. <https://doi.org/10.1016/B978-0-08-097086-8.26035-2>

### **Metacognition and Self-regulation**

1. Veenman, M. V. J. (2015). Teaching for Metacognition. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 89–95). Elsevier Inc. <https://doi.org/10.1016/B978-0-08-097086-8.92136-6>
2. Soderstrom, N. C., & Bjork, R. A. (2020). Learning versus performance: An integrative review. *Perspectives on Psychological Science*, 15(6), 1245-1263.
3. Panadero, E. (2017). A review of self-regulated learning: Six models and four directions for research. *Frontiers in Psychology*, 8, 422
4. Bjork, R. A., Dunlosky, J., & Kornell, N. (2013). Self-regulated learning: Beliefs, techniques, and illusions. *Annual Review of Psychology*, 64, 417-444.
5. Zimmerman, B. J. (2015). Self-Regulated Learning: Theories, Measures, and Outcomes. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 541–546). Elsevier Inc. <https://doi.org/10.1016/B978-0-08-097086-8.26060-1>

### **Social Context and Social Belongingness**

1. Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.
2. Walton, G. M., & Cohen, G. L. (2007). A question of belonging: race, social fit, and achievement. *Journal of Personality and Social Psychology*, 92, 82-96. 5
3. Good, C., Rattan, A., & Dweck, C. S. (2012). Why do women opt out? Sense of belonging and women's representation in mathematics. *Journal of Personality and Social Psychology*, 102, 700-717.
4. Freeman, T. M., Anderman, L. H., & Jensen, J. M. (2007). Sense of belonging in college freshmen at the classroom and campus levels. *Journal of Experimental Education*, 75, 203-220.

### **Feedback and Assessment**

1. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 81–112
2. Nicol, D., & MacFarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199–218. <https://doi.org/10.1080/03075070600572090>
3. Winstone, N. E., Nash, R. A., Parker, M., & Rowntree, J. (2017). Supporting Learners' Agentic Engagement with Feedback: A Systematic Review and a Taxonomy of Recipience Processes. *Educational Psychologist*, 52(1), 17–37. <https://doi.org/10.1080/00461520.2016.1207538>
4. Brookhart, S. M. (2018). Appropriate criteria: Key to effective rubrics. *Frontiers in Education*, 3, 22.
5. Wollenschläger, M., Hattie, J., Machts, N., Möller, J., & Harms, U. (2016). What makes rubrics effective in teacher-feedback? Transparency of learning goals is not enough. *Contemporary Educational Psychology*, 44, 1-11

### **Mental health and well-being**

1. Frenzel, A. C., Goetz, T., & Stockinger, K. (2023). Emotions and emotion regulation. In *Handbook of Educational Psychology* (pp. 219–244). Taylor and Francis. <https://doi.org/10.4324/9780429433726-13>
2. Harley, J. M., Pekrun, R., Taxer, J. L., & Gross, J. J. (2019). Emotion Regulation in Achievement Situations: An Integrated Model. *Educational Psychologist*, 54(2), 106–126. <https://doi.org/10.1080/00461520.2019.1587297>
3. Kim, M. Y., Bigman, Y., & Tamir, M. (2015). Emotional Regulation. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 452–456). Elsevier Inc. <https://doi.org/10.1016/B978-0-08-097086-8.25055-1>
4. Huang, Y. (Felicia), & Chui, H. (2023). Promoting adolescent subjective well-being: a classroom environment approach. In *Learning Environments Research*. Springer Science and Business Media B.V. <https://doi.org/10.1007/s10984-023-09488-4>

### **Equity, diversity and inclusion**

1. Kumar, R., & Decuir-Gunby, J. (2022). *What is the role of race in educational psychology? A review of research in Educational Psychologist*. <https://doi.org/10.1080/00461520.2022.2137804>

2. Kumar, R., Zusho, A., & Bondie, R. (2018). *Weaving Cultural Relevance and Achievement Motivation into Inclusive Classroom Cultures*. *Educational Psychologist*, <https://doi.org/10.1080/00461520.2018.1432361>
3. Schutz, P. A. (2020). *Race focusing and reimaging research: Where do we go from here?* <https://doi.org/10.1016/j.cedpsych.2020.101871>.

## 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/>

**UNIVERSITY OF VICTORIA**  
Department of Psychology  
Important Course Policy Information  
Spring Session 2026

### **Accessible Learning**

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

### **Attendance and Absences**

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

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

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

### **Children and Pets**

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

### **Class Recording and Auto-Captioning Statement**

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

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

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

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to

this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment. Please be advised that, by logging into UVic’s learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity. All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy. To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

**Copyright**

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

**Course Experience Survey (CES)**

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

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

**Disclaimer**

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

**Grading**

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

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

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

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

## 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/>.

## Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

**Other useful resources on Plagiarism and Cheating include:**

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

### **Prerequisites**

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

### **Program Requirements**

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

### **Registration Status**

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

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

### **Request for Academic Concessions**

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

- **Request an in-course extension**

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

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

### **Research Participation Opportunities with the Department of Psychology**

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

#### **Student Code of Conduct**

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

#### **Student Support Services**

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

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

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

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

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

#### **Academic Important Dates**

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

Monday, January 5 <sup>th</sup>	Second term classes begin for all faculties
Sunday, January 18 <sup>th</sup>	Last day for 100% reduction of tuition fees for standard second term courses. 50% of tuition fees will be assessed for courses dropped after this date.

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

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

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](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C133  
 Phone: 250 721 8021  
 Email: [eqhr01@uvic.ca](mailto:eqhr01@uvic.ca)  
 Web: <https://www.uvic.ca/sexualizedviolence/>