



University  
of Victoria

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

## PSYC 493 (A01): Topics in Community Engagement- Psychology of (Im)migration

Spring 2026 | CRN 22816 | Face-to-Face

Class Meeting Times: Mondays, 4:30pm to 7:20pm

Location: [REDACTED]

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### Course Description and Learning Objectives

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What is this course about?

Canada has been described as an ideal home for many migrants. In Canada, 23% of the total population is foreign-born (Statistics Canada, 2022). The goal of this course is to learn about migrants' diverse experiences through lectures, discussion, individual/group assignments, community engaged learning (e.g., volunteer), and reflections. To facilitate your community-engaged learning, we have partnered with three community partners this semester: Intercultural Association of Victoria (ICA), Vancouver Island Counselling Centre for Immigrants and Refugees (VICCIR) and UVic Global Community.

- (1) In class, we will focus on psychological theories and research in social, cultural, developmental, and educational psychology. Topics to be addressed include: (i) migrants' individual development, including acculturation, identity, and language development, (ii) causes, forms, and experiences of prejudice and discrimination against migrants, (iii) social influences and life-span consideration for migrants' experiences, (iv) migrants' experiences in family, education, workplace, and clinical contexts, and (v) strategies for promoting equity, diversity, and inclusion. Throughout the course, the Canadian and American contexts of migration will be emphasized, international and other migration contexts will also be mentioned.
- (2) In your community-engaged learning, you will volunteer in one of the organizations for one semester (see timeline and details are on BrightSpace). In addition, you will report and reflect on your community-engaged experience weekly and connect your experiences to your in-class learning. You will also connect your community-engaged learning meaningfully to your individual & group assignments.



### Intended Learning Outcomes.

Upon completion of this course, you will be able to:

- (1) accurately describe key concepts, principles, and theories in psychology of immigration.
- (2) correctly interpret graphical representations of psychological research and statistical outcomes.
- (3) effectively search and review scientific literature.
- (4) comprehensively analyze your community experiences, migrants' experiences, historical and contemporary events, and media/popular culture about migrations using relevant psychological concepts.
- (5) professionally demonstrate effective communication (both oral and written) and collaboration with people (peers, migrants, and community organizations) from diverse abilities, backgrounds, identities and cultural perspectives.
- (6) adeptly create a set of research paper and knowledge mobilization products that inform a particular topic related to the psychology of immigration.

Important registration status and dates: The prerequisites for this course are **PSYC300A and 386**. You are responsible for verifying their registration status by drop deadline to ensure you are registered in courses you have been attending. The last day to add courses is Jan 21. Course adds after this date will require a Course Change form and are subject to the approval of the Director of the Academic Advising Centre. Course adds and drops will not be processed after the deadlines set out in UVic Calendar.

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### Course Materials – What do you need for this course?

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#### Required Readings:

This class does not have a required textbook but uses *selected readings* in conjunction with each lecture. Most of the materials that students are expected to read before class are published in academic journals and handbooks. You will find the articles/book chapters on BrightSpace.

Although required readings will be supplied throughout the course (on BrightSpace), students will also be required to conduct their own independent literature search and reviews for assignment purposes.

#### Required reference format:

- APA style. See: American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Kluwer Academic Publishers
- The Owl at Purdue is a good online resource of common APA formatting style.

#### Course website:

- (1) For course materials (e.g., Slides): We will use UVic BrightSpace (<https://bright.uvic.ca>).
- (2) For the knowledge mobilization Assignment: we will also use Online Academic Community (OAC; [onlineacademiccommunity.uvic.ca/](https://onlineacademiccommunity.uvic.ca/)) to distribute the knowledge that you create.



Course format:

Students will learn in class and from community partners.

- (1) During class time (3 hours), we will have two components – lecture and seminar. The lectures will supplement the readings by elaborating upon and clarifying the material. I will also introduce concepts and research not covered in the readings. In the seminar portion of this course, you will engage in discussion and class activities based on your weekly readings. You are expected to complete all assigned readings prior to our time together so that you are able to participate in in-class activities and group discussions.
- (2) Community-engaged learning. You will volunteer in a migrant-serving organizations for one semester (usually 1-2 hours per week). You will reflect on your learning experience and connect to the theories, research, and concepts you learn in class or in readings.

Required Technology:

The University of Victoria has established minimum technical requirements for students to participate in learning environments – see <https://www.uvic.ca/systems/status/features/min-tech-requirements.php> for more information on the requirements.

Contact UVic's computer help desk (see their website for various contact options and hours of operation for any technology questions/issues:

<https://www.uvic.ca/systems/services/helpsupport/computerhelpdesk/>

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Assessments - How will you be evaluated?

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You are expected to complete all course requirements. Note that you must complete *D. textbook chapter*, *E. Written test*, and *one part of the C. Community participation* to receive credit for 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.

It is the students' responsibility to check all grades on Brightspace (except for the final project) to ensure that their assignments are up to date. Your final grade in this course will be based on the following criteria:

Assessment	Matching Learning Outcomes	Weight	Date(s)/ Notes
A. Weekly reflection You will receive prompts to reflect on the reading, in class learning experiences, volunteering experience, and/or your project etc.	4, 5	12%	Due every Friday at 11:59 pm.
B. In-class activities (e.g., minute-paper, mini-presentation, discussion) Students are expected to read the required articles each week with the aim of addressing various questions raised in class. All students are expected to <u>participate in person</u> .	1, 2, 3, 4, 5	8%	Most classes will have in-class activities
C. Community participation		25%	
- (1) CEL participation report	2, 3,	(13%)	March 27 <sup>th</sup>
- (2) Art creation & reflection	4, 5, 6	(12%)	March 27 <sup>th</sup>
D. Mock textbook chapter and presentation (3-4 students a group)		35%	
- (1) Proposal: Outline and plan	1, 2, 3,	(3%)	Feb 14 <sup>th</sup>
- (2) In-class presentation	4, 5, 6	(10%)	March 30 <sup>th</sup>
- (3) Chapter final submission		(22%)	April 8 <sup>th</sup>
E. Written test (in class; 80 minutes)	1, 2, 4	20%	March 17 <sup>th</sup>

*Note.* Assignments after any due date without appropriate reasons will drop 5% per day and after three days will be graded "0". The instructor has final discretion on granting extensions.

## A. Weekly Reflection (12%)

You will keep a log of your learning experiences and reflections each week. Each log for the week is usually entered by the week's Sunday 11:59pm. Most reflections are worth 1% each of your final grade (except for week 7 reflection, which is worth 3% each). You can find the link to weekly reflection on BrightSpace. You should keep copies of your reflections, which may help inform your final reflection (about your learning progress). Reflection questions may *vary each week*.

*What if I miss a week's reflection?* In cases of missing a reflection, one lowest score will be dropped. If you miss one regular reflection (1%), it can simply be considered as your "freebie." However, if you miss the reflection that is worth 3% (see class schedule), you will not receive a full 12%.



B. Class participation (8%)

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In this course, there will be in-class discussions and activities (e.g., minute-paper, mini-presentation, group discussion) which require your preparation and attendance.

*What if I miss a class activity?* In case of any absence, one lowest score will be dropped. As such, if you miss one in-class activity (usually 1%), you will not get any penalty. However, if you miss the class on March 16 (2%), you will not receive a full 8%.

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C. CEL & Individual Assignment (25%).

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Students who participate in CEL are required to write a description of their CEL participation (Part 1). You will also create artwork and reflect on your experiences (Part 2). Details of this assignment are posted on Brightspace.

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D. Chapter and Presentation (35%).

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**Purpose:** The ability to work in a team, search relevant supportive materials, synthesize large amounts of complex material, writing them, and presenting them are important skills in your professional life. The purpose of the group project is to work as a team to apply psychological concepts learned in class and learned in your self-selected readings.

**How:** Working in teams of usually 3 students, students pick a particular topic of immigration and/or a specific group/context of migrants that are related to the community learning (hence, it requires your discussion with the community and RA). And students are encouraged to have some specific questions in mind when searching the literature. More instructions will be provided in class. You may re-use the article from your individual assignment in this group project.

Component 1: Outline (3%)

You will work with your teammate to create a coherent outline of your project based on their readings on a topic. You should also include the search keywords (learned from the librarian workshop) and a couple of preliminary findings in your research. Finally, you should also include a brief description of how each group member will contribute to this project.

Component 2: Chapter for a “textbook” (22%)

You will write a chapter that synthesizes a topic in the psychology of migration. The topics are selected to align with your CEL organization (see CEL description document for proposed topics). Your chapter should integrate insights from at least 10 empirical articles/reports (ideally 15) and present what you have learned in a well-organized, mock book-chapter format. This paper will be approximately 3000 to 3500 words (plus an APA-styled reference list; see the rubric is on BrightSpace). You may include concepts/theories you learned in class and new concepts you learned from the literature you search.

Component 3: In-class presentation (10%).

You and your team partners will be responsible for preparing a 15-minute in-class presentation based on your chapter (or part of it) and instruct the class and inform the partnered organizations on the topic, especially the new theories/concepts you learned from your literature search. The partnered organizations will be invited to the class presentations, and your presentation may be recorded for assessment purposes. The presentation will take place in person. I encourage students to present their research in creative ways yet keep it informative and professional. The rubric for the presentation is on BrightSpace.

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E. Written Test (20%).



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The exam consists of up to 30 multiple-choice questions, 5 short answer questions, and 2 long answer questions. You will have 80 minutes to complete. All the materials covered in the class, including the lecture and weekly readings, are eligible to be covered in the exam. The test content will cover content in between week 1 to week 9. Students should know the material in these ways:

- understand and remember the technical languages and terminologies.
- explain concepts and theories.
- understand the results presented in research and be able to explain using the corresponding theories.
- apply concepts to real-life contexts.

Exam policies: Your student photo I.D. is required at exams to verify your identity. You will not be

allowed to begin an examination after it has been in progress for 30 minutes. You must remain in the exam room until at least 30 minutes have elapsed.

Missed test/exam: All students are expected to be present for exams. A student who cannot take the exam due to incapacitating illness, severe domestic affliction or other compelling reasons can apply to write a make-up exam. For an excused absence where the cause is religious belief, a student must contact the instructor(s) within two weeks of the start of classes to request accommodation for the term.

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Cut- off Points for Final Grades

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

The final letter grade in the course will be based on a total rounded percent score. For example, 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89%(A). Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted. I feel the pain of all students who earn a final percentage that comes “so close” to the next rung on the grade ladder, but that pain is not a good reason for me to adjust your mark. I am firm on this policy: I will not increase your grade at the end of the term just because it is close to a cutoff, nor will I help you mine for marks in previously graded material.







### Weekly schedule and activities (\*tentative – subject to minor changes):

Lecture slides will be posted on BrightSpace, but the slides provide only an outline of what is discussed in class. If you miss a lecture, you are strongly encouraged to contact other students to review the notes and catch up on material not covered in the slides. The following is a *tentative* schedule. The instructor reserves the right to make changes as the course progresses.

Week	Date	Topic	Reminder
1	Jan 5	Class introduction: Who are (im)migrants and what is this class about?	All students should read the syllabus carefully. Students must complete the class survey (on BrightSpace) by Jan 6. Students who do not attend the first class or complete the survey may be dropped. After receiving confirmation from the instructor about of CEL (by Jan 7), Students must complete the formal CEL applications (For ICA and Global community) by Jan 8. If you miss this deadline, the community partner may not be able to accommodate you.
		Introduction to the community services, orientations, and sign up.	
2	Jan 12	Watch course recording: Acculturation process and adaptation.	CEL started! Student may be dropped from the class if they do not attend the training from the organization.
		Organization Tours/Training <i>during class time</i> . Students must attend the tours/trainings.	
3	Jan 19	Community-Engaged Learning: Art-based reflection and how to get the most out of CEL.	Students can start setting up group meetings with Nigel to discuss your group assignment.
		Managing multicultural identity and Individual differences in cultural adaptation.	
4	Jan 26	Language learning & intercultural communication	
5	Feb 2	Workshop: Strategies for your literature review and final assignment (4:30 and 5:45) by Monique Grenier (UVic librarian)	All groups should meet with Nigel to discuss their plan before Feb 6.
		Family dynamics in migrant family	
6	Feb 9	Immigrants in a life-span developmental perspective.	Proposal for the final project (3%) due one Feb 14.
		Migrants & Education	
7	Feb 16	Family Day and Reading Break – no class Volunteering schedule continue, please communicate with your organization.	The reflection of this week is worth 3%. Optional: Watch video: How to find immigrant-related information for your assignment using Statistics Canada.
8	Feb 23	Prejudice and Discrimination	
9	March 2	Intergroup Relations	
		Mental health and resilience	
10	March 9	Written test (paper and pen; 80min)	Test content: Week 1 to Week 9's lectures & readings
11	March 16	In-class activity: mini-presentation	-Activity (2%): Each student should submit one slide for the mini-presentation.
		Reconciliation and building relationships between immigrants and Indigenous Peoples	
12	March 23	Wrap-up: What we know and what we can do	Individual assignment (Part C. community participation report and reflection) due by March 27 <sup>th</sup>
		(in-class presentation 1)	
13	March 30	In-class student presentation;  class CELebration (note that all community partners will be invited to attend)	Group assignment (chapter) – final submission due on Apr 8 <sup>th</sup>





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## Important considerations

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**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve effective learning and respectful conduct. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Attendance and absences:** To succeed in this course, you should attend every class because I will present a great deal of materials not covered in your textbook/readings and expand on important points in the readings. But extenuating circumstances may arise that can make this difficult to attend every class. If you cannot attend a class, I would encourage you to ask your classmate to share their notes with you, and I also encourage everyone in this class to help each other out when your classmate ask for your help.

**Childcare and Child-friendly Policy:** I believe that if we want diversity in academia, we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for a school-parenting balance. Come talk to me about how I can make you feel supported. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

**Privacy concern:** Be aware that some part of this course may be recorded to allow students who are not able to attend to watch later. The instructor may record a part of a lecture only if students request and provide appropriate reasons for missing a class. However, some courses materials/discussions are sensitive and have privacy/copyright concerns and therefore will not be recorded. Students who have privacy concerns can also contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording and privacy, please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca).

**Copyright statement:** 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 copyrightlaw, even if not marked with a ©. 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 (AC 1300).





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## Take care of yourself!

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Being a student can be stressful! Please take care of yourself – eat well, exercise, get enough sleep, take sometime to relax, and talk to someone if you're feeling overwhelmed. This will help you achieve your goals and cope with stress. You are not alone – all of us benefit from support during times of struggle.

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 [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/). 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: Office of Equity and Human Rights, Sedgewick Building, Room C115  
Phone: 250 721 8021 Email: [svpcordinator@uvic.ca](mailto:svpcordinator@uvic.ca) Web: <https://www.uvic.ca/sexualizedviolence/>





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UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy  
Information Spring 2026

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### 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 must attend both the first and second week of classes. Missing either week without notifying the instructor of valid circumstances may result in being dropped from the class 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%).

### 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*

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



*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)!

## 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/>

## 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