Reducing Stereotyping, Prejudice, and Discrimination PSYC 493 A02
Spring 2026: January-April

Territory Acknowledgement

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

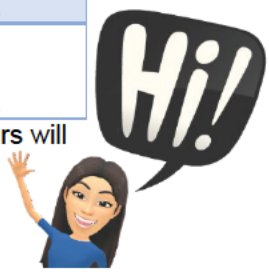
When and Where is Class?

I look forward to seeing you in class, which will be on **Mondays at 4:30-7:20pm in** [redacted].
Note: As this is a seminar course, there will be no recordings made in this course.

Meet Your Teaching Team

Professor	**Name**: Dr. Maria Iankilevitch (she/her) **Email**: [redacted] **Office/Student Hours**: Email me to schedule a one-on-one appointment.
Teaching Assistant	**Name**: Yen Yen Sammi Wong (she/her) **Email**: [redacted] **Office/Student Hours**: Email me to schedule a one-on-one appointment.

* Note that office hours will be available during the following dates: January 5th-April 2nd. Office hours will not be available during holidays or Reading Week.



Welcome Message from Prof. Iankilevitch

Welcome to our Spring 2025 course! I am thrilled that you are joining me on this journey to learn more about improving intergroup relations through community. This is a 400-level *in-person community-engaged learning course* where we will not only meet during regularly scheduled class times, but you will also *volunteer with a community organization* that serves vulnerable populations. This course brings together applying academic skills to real-life contexts, working in community with a community organization (minimum 20 hours of volunteer work and other projects related to the community partner), and developing professional skills for future employment. To succeed in this course, I encourage you to create a schedule for the semester with a plan for completing various parts of the course, engage weekly in community volunteering starting right after completing in person training (January 27th onwards), critically reflect on your learning journey, complete all assignments, and begin your final assignment early. I invite you to ask questions throughout the course to ensure that you have a clear understanding of course concepts, course instructions, and community partners' needs. For maximum flexibility, please don't hesitate to reach out to set up a meeting for office hours, which we can have in person or online via Zoom. For student hours (aka office hours), you are welcome to come talk to me about the course, study strategies, your background, your career goals, advice for future courses, etc. I look forward to getting to know you better and learning along side you!

Prerequisites

Prerequisites for PSYC 493 A02:

1. PSYC 300A Statistical Methods in Psychology I
2. PSYC 387 Stereotyping, Prejudice, and Discrimination

Intended Learning Outcomes

Goal 1: Knowledge and Application

By the end of the course, you will:

- Accurately describe and critically analyze the effectiveness of various methods of reducing stereotyping, prejudice, and discrimination.
- Effectively apply theory related to reducing stereotyping, prejudice, and discrimination in communities in a culturally responsive way.
- Expand your understanding of theory (e.g., limits, strengths) by reflecting on practical work with communities.

Goal 2: Effective Collaborations

By the end of the course, you will:

- Learn about working with a community organization by critically examining your engagement with a community organization.
- Apply research-based evidence, personal skills, and class experiences to support the successful progress of a community organization's mission, project, or challenge.
- Collaborate effectively on projects in teams with group members that have diverse perspectives and abilities.

Goal 3: Effective Communication

By the end of the course, you will:

- Engage in constructive discussions with classmates on sensitive topics related to stereotyping, prejudice, and discrimination.
- Effectively communicate your ideas in oral, written, visual, and other creative ways to various audiences.
- Engage in oral and written reflection on yourself (e.g., identities, biases, values), your community partner (e.g., mission, approach, structure), and your engagement/interactions with your community partner (e.g., strengths, challenges, positionality).

Goal 4: Professional Preparedness

By the end of the course, you will:

- Demonstrate progress in professional skills such as personal regulation, social responsibility, communication, self-reflection, project management, leadership skills, etc.
- Use self-regulation strategies (e.g., effective time management, meeting deadlines, etc.) to improve performance.
- Provide evidence for a strong work ethic (e.g., class and community attendance and engagement, incorporating feedback from others into one's performance, self-reflection, etc.).

What Will This Class Look Like?

Content: This course builds upon content learned in PSYC387 (Stereotyping, Prejudice, Discrimination) with an emphasis on improving relations between different groups. In class, we will focus on: 1) preparing you for your engagement with your community partner, 2) deepening and applying theoretical and research knowledge in the area of reducing stereotyping, prejudice, and discrimination, and 3) connecting your journey in undergrad to employable skills. In your community partner placement, you will volunteer in one of two organizations that works with vulnerable populations throughout the semester. You will reflect on your community-engaged experience weekly and meaningfully connect your experience to your in-class learning and your assignments. While this course place emphasis on a Canadian and American context, we will also at times include other international contexts as well.

Format: Given that this is a *community-engaged seminar course*, there will be little lecturing. Instead, class time will largely involve class discussions, demonstrations, experiential activities, and presentations. This course is designed to be a collaborative learning experience. We will be exploring and discovering what evidence exists in the literature and creating further knowledge together. Therefore, it is especially

important that you participate actively during class. You are encouraged to bring your knowledge from additional "homework", other courses, and insights from personal experiences into this course.

Learning with Community Partners: A community-engaged course is based on collaboration and partnership between the university and community organizations. Placements are intended to serve the needs of those organizations, the students, and the university. Community organizations can benefit from the energy and knowledge of students in support of the organization's goals, the incorporation of insights from scholarship to improve the effectiveness of community action, strengthening the culture of community service, and the development of ongoing relationships with younger volunteers.

As a student registered in this course you ***must*** be committed to helping meet the needs of the community organization with which you have a placement. This includes conducting yourself professionally while on placement, doing your best to fulfill agreed responsibilities and complete assigned tasks, and communicating with your primary contact in the organization if issues arise.

Workload: This is an *experiential* course with an added community-engaged component. This means that your engagement with class sessions and your community placement are crucial. This includes a *minimum of 20 hours (~2-3 hours/week for about 8 weeks) of volunteer work* required with your organization throughout the semester. You can begin volunteering as soon as you complete the *mandatory in-person training* with your community organization (which will occur on January 26th). Since reflection will be an ongoing part of this course, volunteer hours must occur throughout the semester rather than be bunched up into one or two weeks. The academic workload for the course is designed to accommodate this experiential time commitment in several ways. For example, assigned "homework" aka prep work at home is much lighter than in other courses, time will be given in class to work on training materials and assignments, etc. Please see the course schedule for details.

Course Resources and Required Materials

You will need to bring a computer/tablet with your course work and with Internet access to class.
The course website is Brightspace and can be found at https://bright.uvic.ca where all course-related information will be posted. You will need to complete the Course Orientation, Syllabus, and Other Resources Module prior to beginning the course to familiarize yourself with the course. In general, the easiest way to find your way around the course's Brightspace page is to go to Course Home at the top left of the screen. On this page, you will find modules for all course components. By visiting the site using this method, this will ensure that you will find all relevant materials for each part of the course. Other methods of using the site may lead to missed materials.

You will need to check your University of Victoria email account **daily** for relevant updates. These can be personal emails or class-wide announcements.

There is no textbook required for this course given that this is a seminar course. Instead, "homework" or required prep work will consist of empirical articles, websites, podcasts, and other sources created by accredited organizations. You are expected to complete the assigned "homework" (i.e., prep work) before its due in class. References for the required "homework" (i.e., prep work) are available on page 9 in this syllabus.

If you are interested in having a supplemental text as a guide for community engaged learning, I suggest this **optional** reading: Donahue, D. M. (2023). *The student companion to community-engaged learning: what you need to know for transformative learning and real social change* (First edition.). Routledge.

- This optional reading can be found for free at the UVic library.

Behavioural Expectations

The University of Victoria is committed to promoting, providing, and protecting a positive, supportive, and safe learning and working environment for all its members and so am I. If you have any concerns regarding activities that are intrinsic to PSYC 493, please see me in the first week of the term.

Respect for Diversity: It is my intention 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 intention to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our course deadlines conflict with your religious events, please let me know so that we can make arrangements for you.

Child-Friendly Policy: While the university does not have a formal policy on children in the classroom, I understand that sometimes due to care duties, you may need to bring your child to class. If this is the case, I encourage you to sit close to the door in case you need to step outside to provide special attention to your little one's needs and reduce class disruption. In addition, feel free to come talk to me about how I can make you feel supported in the course.

Course Communication and Support

As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Below are different ways that you can find information and get support in this course:

1. The answer to most of your general questions can be found in the resources available on Brightspace or during class time. Feel free to ask the professor questions during class time.
2. For shorter questions outside of class time, you are welcome to email the professor.
3. For longer questions (e.g., clarification on graded assessments) or questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), you can schedule a one-on-one meeting with the professor by emailing her.
4. You are also welcome to email or set up a meeting with the TA with questions about the course.

Emails: When communicating via email please adhere to the following guidelines:

- You can expect an email response within 48 hours not including weekends (if you email the night before an assignment is due with a question about the assignment, we might not see your email in time to send a helpful reply). If we have not answered your email in two business days, please send a follow-up email.
- Please consult the course outline, other handouts, and the course website before submitting inquiries by email.
- In the subject line indicate the course code and the topic of your email (e.g., PSYC493 final assignment question).
- Emails to the professor/TA should come from your UVic email account. This is because emails from other accounts sometimes end up in Junk and therefore might be missed.
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with the professor and with your fellow students.

Office/Student Hours: The office/student hours are a great way to ask your course related questions that require more in-depth conversation face-to-face. You are welcome to schedule individual or group meetings with me. You are also welcome to visit office/student hours for advice on finding resources for health and wellness, discussing career options after graduation, or other personal questions you may have. While I am not a counselor or an academic advisor, I am happy to share my experiences with you and provide resources where you can find answers to your questions.

The big picture: Ultimately, **you are not alone** in this course, and I (Dr. Iankilevitch) and the TA (Sammi) are here to support you! All you need to do is take advantage of the many resources available! I look forward to interacting with you all!

Course Assessments

Component	Due Date	Weight
Class Community Engagement and Participation	Throughout the semester during class time and asynchronous learning activity on misinformation and polarization	20%
Reflections	Weekly on Sundays at 11:59pm on Brightspace	20% (2% each)
Community Partner Profile	February 13 on Brightspace	15%
Career Ready Skills Assignment	March 6 on Brightspace	20%
Final Assignment (Groups of 3-4 students)	February 2: Select your group by end of class	25%
	February 23: POS/CG due on Brightspace	
	March 16: Full draft of all assignment parts in class	
	March 16: Peer review in class	
	March 23/30*: Presentations in class	
	April 10: All final materials due on Brightspace	

*Presentation dates depend on the community partner that you are placed with. See your assignment instructions for your exact presentation date.

Class Community Engagement and Participation:
Given that this is a seminar-style course (i.e., not a lecture class) with an added community-engaged component, the course is highly interactive and relational in nature. Your active participation and engagement in activities throughout the course is ***essential*** not only to your personal success, but to ***everyone's*** overall learning experience. This will involve a mix of collaborative activities (e.g., discussions) and individual exercises (e.g., individual reflections). Class time is an opportunity to deepen knowledge in the relevant content, better prepare for community-engaged learning, hone relevant professional skills, ask questions, build class community, and engage in thoughtful and dynamic reflections and activities that allow for more nuanced, evidence-based, and applied understanding of material. Therefore, attendance and participation in every class in this course is a crucial part of the course.

Your participation grade will include the following:

1. Participation will be based largely on your active engagement in in-class activities (individually, in groups and class-wide). It is not enough to read/listed to the content to learn – we forget the information after a while. Active and experiential learning is the bedrock upon which this course is built and is an important part of this course. Examples involve summarizing content, critical reflection, asking questions, practicing techniques, and creating new solutions. I invite you to use these strategies throughout the course to more deeply connect with the course content.
2. Completing the asynchronous interactive learning activity on Misinformation and Polarization as well as the accompanying quiz on Brightspace for it before coming to class on February 2nd. Since we will be going over this in class on February 2nd, it is not possible to have an extension for this work. I suggest planning to complete this work early so that life doesn't impede your ability to complete this activity.

Attendance and Absences: To succeed in this course, consistent attendance and active participation in class activities is crucial. However, extenuating circumstances may arise that make it difficult to attend every class. If you are experiencing an extenuating circumstance such as serious illness or emergency and cannot attend a class, please contact me (Dr. Iankilevitch) right away. Given the nature of this course, missed classes will not be automatically excused, therefore, it is important to keep timely and open communication with me. Note that travel plans and personal

inconveniences (e.g., multiple assignments due at the same time, having volunteer or work scheduling conflicts, family visits) and the like are not acceptable reasons to be excused from coming to class. Furthermore, if you miss a class, I encourage you to obtain the missed material from a classmate and I encourage everyone in this class to help each other out when a classmate asks for your help.

Reflections:
Reflection is a crucial part of debriefing and creating meaning from experiences. Students will write a weekly reflection due every Sunday at 11:59pm on Brightspace starting on Sunday, January 18th (10 reflections in total). Each reflection will have a prompt related to volunteer, class, and/or preparatory (e.g., readings, videos, training, etc.) experiences that week. Here are some tips for reflections:

- **Writing-based reflections**: You can use a more formal format (e.g., APA style) or a less formal format (e.g., dear diary style). Regardless of writing style, all written reflections should be written in full sentences. Respond to all question prompts and create one cohesive narrative.
- **Non-writing-based reflections**: There will be some reflections that do not involve writing sentences (e.g., mind maps, audio/video reflections, etc.). Please follow instructions carefully for these.

Community Partner Profile:
The goal of this assignment is for you to use your academic and interpersonal skills to get to understand the issue that your community partner is addressing, the community partner's mission, and the organization's structure. This assignment will give you an opportunity to learn more about how the organization functions and is a key component to gaining greater understanding of your community partner and engaging with your community partner in an ethical, meaningful, and effective way.

This assignment is for you, not for your community partner. A document will be available on Brightspace with a series of questions for you to answer. Your goal is to answer the questions following the instructions. Try to find as many of the answers as possible on your own using the materials provided to you about your partner organization on Brightspace and on the organization's official website. If you want to ask your volunteer coordinator questions, please coordinate with other students in your organization, compile your questions into one place, and have one spokesperson contact the volunteer coordinator to ask them the questions. This is to avoid having the community partner answer questions more than once.

Career Ready Skills Assignment:
Although students in psychology learn various employable skills, many students struggle to connect what they learn in class to their future employment goals.[1] To help you prepare for your future career, the goal of this assignment is for you to connect your learning journey to a future employment prospect. It will involve various components such as finding a potential career that you are interested in pursuing, identifying transferable skills that you have, identifying transferable skills that you are developing as a result of your community-engaged experience, linking a skill relevant to this course into your broader sense of self, creating an elevator pitch around that skill, and identifying effective and ethical ways using artificial intelligence related to this process.

Final Assignment:
The overarching goal of the final assignment is to create something that contributes to your community partner's mission, goals, and/or challenges and may be used by your community partner. The final assignment for each community partner was developed in line with that community partner's specific wishes. Therefore, *this project is for your community partner, not just for you*. This means that your precise assignment and assignment goals will depend on which community partner you are placed with. Furthermore, you will work in groups of 3-4 for this assignment. Instructions can be found on Brightspace.

The assignment will involve a scaffolded process of steps to help build your project. You will begin by selecting your groups, then identify an initial idea, exchange feedback on your projects with peers, pitch

[1] Martini, T. S., Judges, R., & Belicki, K. (2015). Psychology majors' understanding of skills-based learning outcomes. *Scholarship of Teaching and Learning in Psychology, 1*(2), 113-124. http://dx.doi.org/10.1177/0098628315603182

your project to your community partners in a presentation, and integrate feedback received into your project to ensure that your project is more in line with the community partner's needs. Late assignments will not be accepted unless an extension is agreed upon with the professor.

Guide for Use of Generative AI

The use of generative AI will be prohibited for some works while allowable for other works in this course. Students are encouraged to bring up questions regarding generative AI use in this class to the instructor. We will also have a workshop in this course about responsible and ethical use of generative AI, while considering the perks and pitfalls of its potential use. Therefore, please pay attention to the generative AI policy use for each assignment and the reason for why the policy is as it is for that assignment. Feel free to use it when allowable, however, any use without explicit permission from the instructor may be considered an academic violation.

Lateness Policy

Every now and then there may be something that prevents students from submitting work by the deadline. Therefore, for this course, every student has late tickets of 24 hours and 48 hours available to them that they can use towards **Reflections, the Community Partner Profile, and the Career Ready Skills Assignment**. This means that, if you need to submit these assignments one or two days late, you can go ahead and do that without asking me as long as you communicate it with me. To use a late ticket, you will indicate which deadline you are extending and by how much (24 or 48 hours) on Survey Monkey. You must complete the Survey Monkey upon submitting your work. You do not need to ask me (Dr. Iankilevitch) if you can use your late tickets. Therefore, please do not email me when using a late ticket – I will check your responses on Survey Monkey. This approach gives you to an opportunity to practice independent motivation, orienting more towards career-readiness and autonomous time management while still keeping the important part of communication. **Hint**: I strongly encourage students to take the original deadlines seriously and work towards those. It would be a mistake to assume that the 48-hour extensions are the real deadline as they are not – they are a buffer to help you in times when something unexpected comes up.

If you miss a deadline due to unforeseen circumstances, such as illness or accident, and the extension needed is beyond what is already covered by the late tickets above, you must fill out an In-Course Extension Form and send it to Dr. Iankilevitch within 3 days (i.e., 72 hours) of the due date.

Course Completion Requirements

Students who have completed the following elements will be considered to have completed the course:

- **Complete at least six different Reflections**
- **Complete the Final Assignment**

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 in 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.

Important: Community engagement by volunteering with a community partner is a **mandatory** part of the course. Therefore, you must complete a **minimum of 20 volunteer hours with your assigned community partner** (as recorded by the community partner and/or the professor) in January, February, and March beginning on January 27th. If you do not volunteer for at least 20 hours with your community partner, you will earn an "F" in this course regardless of your performance in the remainder of the course.

Tentative Course Outline and Schedule

WEEK	DATE	TOPIC	NOTES
Preparing for Community Partner Placement			
1	Mon Jan 5	Introduction to the course, conversations, and community partners (complete in-class application). *Brief Guest: Niels Melis-De Lamper*	Due: listen to one or more of video/ podcast options before coming to class (see page 9).
2	Mon Jan 12	Introduction to community engagement *Guests: Prof. Ryan Hilperts and Rosa McBee*	Due: class reading (see page 9). This class will be in CLE C112, not in our usual classroom.
3	Mon Jan 19	Collective action and contextual factors Get to know your organization *Brief Guest: Dawn Schell*	Students work on CRC, sign placement agreement, online training, and community profile
Volunteering with Community Partner			
4	Mon Jan 26	*Mandatory community organization training: No in person class at UVic today. Instead, attend community partner's orientation during class time.	Begin volunteering from Jan 27th. Asynchronous learning: Misinformation and polarization (see page 9).
5	Mon Feb 2	Employment-related professional development *Guest: Darcie Gabruck* Misinformation and polarization continued	Due: completed asynchronous learning activity and related BRS quiz before class (see page 9). Finalize groups for final assignment.
6	Mon Feb 9	Persuasion Work on Career Ready Skills Assignment	
7	Mon Feb 16	**NO CLASS: FAMILY DAY/READING BREAK**	Volunteering schedule may vary. Please communicate with your organization ahead of time.
8	Mon Feb 23	AI workshop *Guests: Alex Warrington and Kaveh Tagharobi* Interventions	
9	Mon Mar 2	Stereotype threat and self-protective approaches Work on Final Assignment: How to Present	
10	Mon Mar 9	Peacemaking Work on Final Assignment: Open	
11	Mon Mar 16	Reconciliation with Indigenous Peoples *Guest: Prof. Natasha Wawrykow* Work on Final Assignment: Peer Review	Due: class reading (see page 9). Bring to class printed: Full draft of all assignment parts.
End of Semester Volunteering, Presenting, and Wrapping Up			
12	Mon Mar 23	In-class student presentations Responding to feedback & work on Final Assignment	Mount St. Mary Hospital Invited
13	Mon Mar 30	In-class student presentations Reflection on journey & class celebration	Cool Aid Society Invited

January 18 is the last day to drop the course for 100% reduction of tuition fees
January 21 is the last day to add courses
February 8 is the last day to drop the course for 50% reduction of tuition fees
February 28 is the last day to withdraw from the course without penalty of failure

* Volunteers for Cool Aid will go to Cool Aid for mandatory training starting at 5:00pm.
  - Required beforehand: complete all instructions in "Cool Aid Placement Setup" document.

* Volunteers for Mt. St. Mary will go to Mount. St. Mary for mandatory training starting at 5:00pm.
  - Required beforehand: complete all instructions in "Mount St. Mary Placement Setup" document.

Note: Bring your laptop/tablet with your work on it & Internet access to every class.

Required "Homework" or Prep Work

Note that the readings, podcasts and videos are meant to be read, listened to, and watched respectively before coming to class. The dates below are the assigned due dates for the readings/podcasts/videos.

Due before class on Jan 5th:

Choose at least one of the following options:

1. 2024 CBC Massey Lectures by Ian Williams: Why we need to have conversations about conversations: https://www.cbc.ca/listen/live-radio/1-23-ideas/clip/16109639-the-2024-cbc-massey-lectures-or-1

2. 2024 CBC Massey Lectures by Ian Williams: Why it's so hard to have a good conversation these days: https://youtu.be/-5e1wcQ4TEs

3. A Slight Change of Plans Podcast by Dr. Mya Shankar: The Secret to a Good Conversation Episode with Charles Duhigg: https://www.pushkin.fm/podcasts/a-slight-change-of-plans/the-secret-to-a-good-conversation

4. A Slight Change of Plans Podcast by Dr. Mya Shankar: Let's Agree to Disagree More Episode with Bo Seo: https://www.pushkin.fm/podcasts/a-slight-change-of-plans/lets-agree-to-disagree-more

Due before class on Jan 12th:

Tinkler, A., Tinkler, B., Hausman, E., & Tufo-Strouse, G. (2014). Key elements of effective service-learning partnerships from the perspective of community partners. *Partnerships: A Journal of Service-Learning and Civic Engagement*, *5*(2), 137-152.

Due before mandatory in person training with community partner on Jan 26th:

Cool Aid volunteers: complete everything listed in the Cool Aid Placement Setup file on Brightspace.

Mount Saint Mary volunteers: complete everything listed in the Mount St. Mary Placement Setup file on Brightspace.

- Note that some due dates are earlier (e.g., Jan 19, Jan 21, etc.).

Due before class on Feb 2nd:

Complete individually: https://digital.apa.org/misinformation-effect/#/

- Complete accompanying quiz on Brightspace before coming to class on Feb 2nd

Due before class on Mar 16th:

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf

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/

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/

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**

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 class[2]. 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.

[2] Syllabi belong to the department through which the course is administered.

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/**.

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**; 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 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!

Academic Important Dates

Spring session – second term (January – April)

Monday, January 5th	Second term classes begin for all faculties
Sunday, January 18th	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 21st	Last day for adding courses that begin in the second term
Saturday, January 31st	Last day for paying second term fees without penalty
Sunday, February 8th	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 16th	University Closed (Family Day)
February 16th - 20th	Reading Break for all faculties
Saturday, February 28th	Last day for withdrawing from full year and second term courses without penalty of failure
Monday, March 9th	First registration date for Summer Session 2026
Thursday, April 2nd	Last day of classes for all faculties
Tuesday, April 7th	Examinations begin for all faculties
Wednesday, April 22nd	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