

UNIVERSITY OF VICTORIA  
DEPARTMENT OF PSYCHOLOGY

Psychology 201 (A02); Fall 2022; CRN: 13007

# Research Methods in Psychology

**Lecture Time:** MWR 3:30-4:20

**Class Location:** CORNETT B112

**Instructor:** Dr Andrea Piccinin  
**Email:** [piccinin@uvic.ca](mailto:piccinin@uvic.ca)

**Office:** CORNETT A263,  
**Phone:** 250-853-3861

**Office Hours:** MWR 4:20, or by appointment.

**Teaching Assistant:** Otis Geddes

**Lab Sections:**

|     |          |               |
|-----|----------|---------------|
| B06 | CLE C108 | T 11:30-12:20 |
| B07 | CLE C108 | T 12:30-13:20 |
| B08 | CLE D126 | W 11:30-12:20 |

**Lab Instructor:**

Violet Cieslik

**Prerequisites:** PSYC 100A and 100B

**Units:** 1.5

***Territory Acknowledgement:*** *We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

**Course Description:** How can we “know” anything about the complex and endlessly fascinating topic of human behaviour? This course provides an important introduction to *why* and *how* we conduct research in psychology. Through dedicated<sup>1</sup> study, you will learn important research skills that apply to both your life and your future studies in psychology.

PSYC 201 is a required course for psychology majors and honours students, and a pre-requisite for many upper-level psychology courses. This is because it will introduce you to foundational research concepts, as well as equip you with the tools necessary to interpret and evaluate scientific knowledge. An additional goal is to prepare you for informed consumption of science-based claims in daily life. We will do our best to guide you as you progress through this course.

**Learning Objectives:** The purpose of this course is to help you start to develop skills you can apply to evaluate, design, and implement rigorous and ethical research in psychology. Along with PSYC 300A and B, it forms the foundation for understanding and work in other psychology courses, and for critically examining reports and claims encountered in life.

*Note:* The material in this course is cumulative, so success requires keeping up. Actively read the assigned text BEFORE each lecture, as lectures will not simply repeat the text. Review your notes after each lecture. Prepare fully for lab sessions. Complete all assignments. Participate fully in Lecture and Lab sessions. Ask questions. Meet with a TA or with me. Lectures, labs, readings, and assignments are designed to help you learn and understand the course concepts, and each provides different information and experience.

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<sup>1</sup> “Dedicated” because to get the most from this course (and possibly to have some fun) will require not memorization of a bunch of “definitions”, but your active engagement with the material. Please plan to spend time thinking about and applying the concepts covered in this course

*On successfully completing this course, you should be able to:*

1. Explain the relationship between science and non-science, and define the general goals, approaches and methods of scientific research.
2. Differentiate between a research prediction and the hypothesis (explanation) behind it.
3. Distinguish between ethical and unethical research by applying the standards in the TCPS tutorial.
4. Explain the difference between a construct and an operational definition, suggest one given the other, and provide some assessment of how well a particular operational definition likely represents its associated construct.
5. Define and identify examples of dependent, independent, and confounded variables.
6. Explain the importance of representative sampling and random assignment, and when each is of primary importance.
7. Explain how various factors can threaten the validity of conclusions drawn by researchers, and how their impact can be controlled or minimized.
8. Explain the differences among true experimental, quasi-experimental, and non-experimental research, including qualitative approaches. Describe the reasons for selecting among them, and various methodologies employed in each approach.
9. Define and describe the purpose of experimental designs. Given data from a factorial design, distinguish between main effects and interactions.
10. Organize data by constructing various tables and graphs.
11. Make sense of data by applying very basic descriptive and inferential statistics.
12. Conduct a study incorporating the subject matter of the course, leading to an APA-styled report in the form of a poster and/or research report.

**Required Text:**

[Jhangiani, R. S., Chiang, I. A., Cuttler, C., & Leighton, D. C. \(2019\). Research Methods in Psychology \(4<sup>th</sup> Canadian Ed\) \\*\\*\\*FREE!!\\*\\*\\*](#)

***Additional required readings will be assigned during the course.***

**Assignments and Evaluation:** Activities and evaluations have been selected to tap into different modes of learning and assessment, and to encourage active involvement in your own learning process. In addition, assignments provide feedback about your progress in the course.

| Activity   | Percent of Grade |
|--|------------------|
| A. Lab <i>participation</i> (1% each lab)                  | 10               |
| B. Lab <i>preparation</i> (1% each)                        | 10               |
| C. Tri-council Ethics Tutorial (“TCPS-2”) completion       | 5                |
| D. Tests (15% each)  | 45               |
| E. i. Self-study installments (weekly preliminary content) | 10               |
| ii. Self-study final report (Due: Dec 7)                   | 20               |
| <b>Total</b>   | <b>100%</b>      |

- A) Lab Participation (10):** The lab is an important part of this course. Its purpose is to provide you with a smaller group learning experience where you will apply concepts learned in the lecture and textbook. You will also learn important skills such as library research, research design, data collection and entry, and communicating research. Given the experiential nature of this lab, your preparation, attendance, and active participation are essential.
- B) Lab Preparation (10):** The purpose of these is to encourage you to engage with the course material so it is more meaningful and memorable (i.e., completing them will help you earn a better grade on your tests and final report). You are expected to complete and submit all the lab questions. Labs are graded on 0-2 scale, where 0 = “not complete,” 1 = “minimally completed,” 2 = “all requirements completed.” Labs are due, typed, prior to the lab session.
- C) Completion of TCPS-2 Ethics Tutorial (5):** The Canadian funding “Tri-Council” tutorial will soon be required for all graduate students conducting research at UVic. Anyone involved in research should complete this tutorial. You get credit towards this course for completing it. Then you can add it to your resume.
- D) Tests (Oct 3, Nov 3, Dec 1):** Tests are included to assess your broad content knowledge. They will be based on the course objectives, listed on page 1, and on learning objectives described at the beginning of each lecture. The tests will include approximately 30 multiple-choice questions (worth 1 mark each) and 5 short answer questions (worth 2 marks each).
- E) Self-study Report (Preliminary content (weekly) and Final Report (Dec 7)):** In addition to reading and evaluating research conducted by others, you will develop an observational measure and a rating scale, and use them in a study of your own behaviour. Each week you will submit preliminary material (“Assignments”) you will make use of for your Final Report.

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

- Preparation, attendance, and participation in Lab sessions
- Tests
- Self-study report

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 completion of required course components, not for non-essential components. Please note that deferral of Lab preparation and attendance is not possible.

## Course Policies:

### *Please –*

- **attend all classes and labs**, because classroom activities and discussions are designed to facilitate your learning, and because some of the topics presented in class are not in the textbook. In addition, completion and submission of in-lab or in-class activities will contribute toward your grade.
- **complete any required reading or assignments prior to the lecture/lab for which it is assigned**, so you will be able to make best use of the class time and participate in relevant class discussions. It will also help you stay on track over the course of the term.
- **arrive on time**, because announcements may occur at the beginning of class, and late arrivals are disruptive for the other students. The TAs and I cannot be responsible for information missed due to lateness or unexcused absences.
- **hand assignments in on time**, so that all students have the same amount of time to complete assignments, and so that we can return assignments to you promptly. We will aim to return assignments and exams within a week.
- **be respectful of the classroom atmosphere** by keeping your phone silent and put away.
- **meet with me or with your TA** when you have questions or would like assistance. If the posted office hours do not work for you, please email to schedule another time to meet. We are here to help, and aim to respond to emails within 24 hours.
- Finally, as is required by the Department of Psychology, you are expected to **familiarize yourself with the "Important Course Policy Information" (attached)**.

## Brightspace Web Page

University-level learning is not about passively receiving information, but about actively creating new ways of thinking. The more you engage with and contribute to the course, the more you will get out of it. The Brightspace page includes features to support your active participation.

Get a UVic NetLink-ID. You must have a UVic NetLink-ID (i.e., an email address ending "@uvic.ca") for at least 48 hours before you can access courses on Brightspace. If you don't have a UVic NetLink-ID, see [https:// helpdesk.uvic.ca/usource/credentials.html](https://helpdesk.uvic.ca/usource/credentials.html), call (250) 721-7687, email [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca) or go to Clearihue A037.

Check Your Browser. To access Brightspace, point a web browser to [brightspace.uvic.ca](https://brightspace.uvic.ca). Click on "Help->System Check" on the top menu bar to check browser compatibility. Resolve any issues that arise. For help, contact the Computer Help Desk (above).

Edit Your Profile. Login to Brightspace (<https://bright.uvic.ca/d2l/home>). Click on your name, which should appear in blue in the upper right. Click on "Edit Profile" and add whatever info you would like. **Consider uploading a picture of yourself!**

Visit the 201 Course Page. When you log in, Brightspace should display a list of all courses for which you are registered that use Brightspace. Click on the title for our course.

Announcements: We will use this for important course-related announcements. These can also be sent to your UVic email account. **It is important to check your UVic email daily.**

### **Academic Concession**

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.

### **Registering/Withdrawing**

You are responsible for ensuring that this course is not considered to duplicate or be mutually exclusive with a course already on your transcript. If you wish to drop the course you are responsible for doing so – if you simply stop attending but stay registered you will receive an N.

### **Course Drop Deadlines**

The last day for dropping course with a 100% fee reduction is 20 September; 50% 11 October; without penalty of failure, 31 October.

### **Course Add Deadline**

The last day to add (register for) this course is 23 September (i.e., to get credit for it!).

The last day to pay first-term fees without penalty is September 30.

### **Students with Disabilities**

If a disability makes it difficult for you to write exams or perform other course tasks, please complete the Exam Accommodation Request form (available from the Resource Centre for Students with Disabilities) and submit it to me within the first two weeks of the course. A referral from the RCSD is required in order to receive exam accommodations. See <http://rcsd.uvic.ca/>.

### **Questions/Problems**

*If you have a concern about the marking of a test*, please first review your notes and the text to try to understand the marking on your own. If that doesn't work, please check with the course TA via email or during office hours. If after talking with the TA you are still not satisfied, please contact me via email or during office hours.

*If you need help understanding the material presented in the text or lecture*, you can contact the TA or me during our office hours or via email. For general help on study skills, visit [www.coun.uvic.ca/learning/](http://www.coun.uvic.ca/learning/)

*If English is not your first language* and you are having trouble because of that, please contact the English Language Centre ([www.uvcs.uvic.ca/elc/](http://www.uvcs.uvic.ca/elc/)) for advice.

*For email or NetLink problems*, see <http://www.uvic.ca/systems/services/helpsupport/computerhelpdesk/>, call (250) 721-7687, email [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca) or go to Clearihue A037.

**Tentative Course Schedule (subject to change!):**

| <b>Date</b>                           | <b>Topic</b>                                   | <b>Reading</b>  | <b>Lab Prep/Activity</b><br>(due in lab unless otherwise noted) | <b>Self-report<br/>Installment Due</b> |
|---------------------------------------|--|---|---|--|
| <b>SCIENCE &amp; MEASUREMENT</b>      |  |   |   |  |
| <b>SEPT 7</b>                         | Knowledge and Science                          | Ch 1 (pp 3-19)  | NO LAB this week  |  |
| <b>8</b>                              | Skeptical Inquiry & Asking Research Questions  | Ch 2 (pp 23-44)   | Prepare behaviour change project idea                           | "Footprint" (A1) due                   |
| <b>12</b>                             |  | Ch 2 (pp 45-55)   | Lab 1: Literature Treasure Hunt (prep topic for search)         |  |
| <b>14</b>                             | What exactly is a theory and how do I use one? |   |   |  |
| <b>15</b>                             | What and How to Measure                        | Sussman & Gifford (2011) pp. 323-327<br>Verplanken & Roy (2016) pp. 127-128 | Submit Lab 1<br><br>Prepare Lab 2 & A2                          |  |
| <b>19</b>                             | Day of Mourning – no class                     |   |   |  |
| <b>21</b>                             | Measurement                                    | Ch 4  | Lab 2: Scientific rationale, goals and research questions       |  |
| <b>22</b>                             | Measurement                                    | S&G11: p. 328-329<br>V&R16: Method  | Prepare Lab 3 & A3  | Research Questions (A2) due            |
| <b>26</b>                             | Whom to Measure (Participants/Sampling)        | Ch 7 (pp. 198-201)<br>S&G11 + V&R16: Participants                           | Lab 3: Observational Measurement                                |  |
| <b>28</b>                             | Ethics   | Ch 3  |   |  |
| <b>29</b>                             |  |   | Prepare Lab 4 & A4  | Measurement (A3) due                   |
| <b>OCT 3</b>                          | <b>Test 1</b>                                  |   | Lab 4: Measurement using Items in Scales                        | Start self-data collection Oct 4       |
| <b>DESIGN – Experiments and Other</b> |  |   |   |  |
| <b>5</b>                              | Experiments; Cause and Effect                  | Ch 5 Basics, Design   |   |  |
| <b>6</b>                              | Validity                                       | Ch 5 Validity, Practical<br>S&G11: Method<br>V&R16: 2.1, 2.2                |   | Measurement (A4) due                   |
| <b>10</b>                             | THANKSGIVING                                   | – NO CLASS  | Lab 5: Experimental Validity and Alternative Explanations       |  |
| <b>12</b>                             | Single-Subject Research                        | Ch 10   |   |  |
| <b>13</b>                             | Control  |   |   | Validity (A5) due                      |
| <b>17</b>                             | Factorial Designs                              | Ch 9  | Lab 6: Reducing threats to validity                             | Start intervention Oct 18              |
| <b>19</b>                             |  |   |   |  |
| <b>20</b>                             | Quasi-Experiments                              | Ch 8  |   | Reducing threats (A6) due              |

|                                 |                           |   |                             |                                   |
|---------------------------------|---------------------------|---|-----------------------------|-----------------------------------|
| 24                              | Non-Experimental Research | Ch 6 Overview, Correlational, Observational               | Lab 7: Study Design         |                                   |
| 26                              |                           |   |                             |                                   |
| 27                              | Survey Research           | Ch 7  |                             |                                   |
| 31                              | Qualitative Research      | Ch 6 (Section 31)   |                             | Last day of (active) intervention |
| NOV 2                           |                           |   | Lab 8: Writing workshop     |                                   |
| 3                               | <b>Test 2</b>             |   |                             |                                   |
| <b>DATA</b>                     |                           |   |                             |                                   |
| 7                               | Describing Data           | Ch 12   |                             | End data collection               |
| 9-10                            | READING BREAK             |   | NO LAB this week            |                                   |
| 14                              | Summarizing Data          | S&G11: Results<br>V&R16: Results<br>(mainly 3. & Table 1) | Lab 9: Describing data      |                                   |
| 16                              | Summarizing Data          |   |                             |                                   |
| 17                              | Drawing Conclusions       | Ch 13   |                             |                                   |
| 21                              | Drawing Conclusions       | S&G11 + V&R16:<br>Discussion                              | Lab 10: Drawing conclusions |                                   |
| 23                              | Drawing Conclusions       |   |                             |                                   |
| 24                              | TBA                       |   |                             |                                   |
| 28                              | TBA                       |   | Lab 11: TBA                 |                                   |
| 30                              | Summary and Wrap-up       |   |                             |                                   |
| DEC 1                           | <b>Test 3</b>             |   |                             |                                   |
| 5                               | TBA                       |   |                             | Final report due Dec 7            |
| <b>Enjoy your winter break!</b> |                           |   |                             |                                   |

(Dec 5 Last day of class)

## 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: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

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

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Winter Session 2022

### **Accessible Learning**

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

### **Attendance and Absences**

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

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

### **Children and Pets**

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

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

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

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

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

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

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

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

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

## Copyright

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

## Course Experience Survey (CES)

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

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

## Disclaimer

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

## Grading

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

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

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

## Medical Documentation for absences

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

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

## Ombudsperson and Academic Concerns

From the course calendar...

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

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

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

## Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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 September 2022.

**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: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **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 miss an exam other than one scheduled during the formal exam period**  
Do not apply at Records Services for a “Request for Academic Concession”. Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam. Medical documentation is not required.
- **What to do if you require additional time to complete course requirements**  
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

## Research Participation Opportunities with the Department of Psychology

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

## Student Support Services

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

## This classroom is a trans-inclusive space

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

## University of Victoria Students' Society (UVSS)

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

### Academic Important Dates

#### Winter session - first term (September – December)

|  |  |
|--|--|
| Wednesday, Sept 7 <sup>th</sup>            | First term classes begin for all faculties   |
| Monday, Sept 19 <sup>th</sup>              | Day of Mourning - Queen Elizabeth II (No Classes)  |
| Tuesday, Sept 20 <sup>th</sup>             | Last day for 100% reduction of tuition fees for standard first term and full year courses<br>50% of tuition fees will be assessed for courses dropped after this date. |
| Friday, Sept 23 <sup>rd</sup>              | Last day for adding courses that begin in the first term   |
| Friday, Sept 30 <sup>th</sup>              | National Day for Truth and Reconciliation (No Classes)   |
| Monday, Oct 10 <sup>th</sup>               | Thanksgiving Day (No Classes)  |
| Tuesday, Oct 11 <sup>th</sup>              | Last day for 50% reduction of tuition fees for standard courses<br>100% of tuition fees will be assessed for courses dropped after this date.                          |
| Monday, Oct 31 <sup>st</sup>               | Last day for withdrawing from first term courses without penalty of failure  |
| Nov 9 <sup>th</sup> - Nov 11 <sup>th</sup> | Reading Break for all faculties  |
| Tuesday, Dec 6 <sup>th</sup>               | National Day of Remembrance and Action on Violence Against Women<br>Classes and exams cancelled from 11:30 am - 12:30 pm   |
| Tuesday, Dec 6 <sup>th</sup>               | (Friday course schedule) Last day of classes in first term for all faculties   |
| Dec 8 <sup>th</sup> - Dec 21 <sup>st</sup> | First-term formal examination period   |

#### Winter session - second term (January – April)

|   |   |
|---|---|
| Monday, Jan 9 <sup>th</sup>                 | Second term classes begin for all faculties   |
| Sunday, Jan 22 <sup>nd</sup>                | Last day for 100% reduction of second term fees for standard courses<br>50% of tuition fees will be assessed for courses dropped after this date. |
| Wednesday, Jan 25 <sup>th</sup>             | Last day for adding courses that begin in the second term   |
| Sunday, Feb 12 <sup>th</sup>                | Last day for 50% reduction of tuition fees for standard courses<br>100% of tuition fees will be assessed for courses dropped after this date.     |
| Feb 20 <sup>th</sup> - Feb 24 <sup>th</sup> | Reading Break for all faculties   |
| Tuesday, Feb 28 <sup>th</sup>               | Last day for withdrawing from full year and second term courses without penalty of failure  |
| Thursday, Apr 6 <sup>th</sup>               | Last day of classes in second term for all faculties  |
| Apr 11 <sup>th</sup> - Apr 26 <sup>th</sup> | Second-term formal examination period   |

# 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/mentalhealth/undergraduate/connecting/index.php>

## ***Counselling Services:***

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

## ***Health Services:***

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

[www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

## ***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: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)