

# Research Methods in Psychology

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**Professor:** David Polson, PhD

**Email:** <[dpolson@uvic.ca](mailto:dpolson@uvic.ca)> | **Office:** COR A214 | **Office Hours:** TBA

**Teaching Assistant (TA):** Mandana Karimi <[mandanakarimi@uvic.ca](mailto:mandanakarimi@uvic.ca)>

**Lab Instructor:** Shauna Nedelec <[shaunanedelec@uvic.ca](mailto:shaunanedelec@uvic.ca)>

**Course Website:** Accessible via BrightSpace <<https://bright.uvic.ca/d2l/home/222807>>

**Class Days, Times, Room:** Mon & Weds, 4:30-5:50pm, Bob Wright Centre A104

**Lab Section: Day, Time, Room:**

**B09:** Weds, 12:30-1:20pm, CLE A329 | **B10:** Thurs, 11:30am-12:20pm, COR A128

**B11:** Weds, 2:30-3:20pm, COR A128 | **B12:** Weds, 3:30-4:20pm, COR A128

**B13:** Thurs, 10:30-11:20am, Elliot 160

**Course Pre- or corequisites:** Complete all of PSYC 100A and PSYC100B

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## Course Content

This course deals with psychology as a science. You will be introduced to basic research techniques, with an emphasis on their conceptual rather than statistical rationale. You will be taken through all the stages of psychological research, from choosing the problem to publishing the results. Along the way you will be exposed to a wide variety of interesting topics in the psychological literature. I hope to convey to you the idea that designing and conducting research is an exercise in problem solving that can be exciting and creative.

## Course Materials

- (1) White, T. L. & McBurney, D. H. (2013). *Research methods* (9<sup>th</sup> ed.). Belmont, CA: Cengage Learning. [purchase hardcopy; or [rent eTextbook version](#)]
- (2) *Mastering the Basics of Visual Data Analysis* tutorial [\$9 online; see Lab Assignment E]
- (3) *Study Guide* (available at course website)
- (4) Skeletal PowerPoint slides (available at course website)
- (5) *THINK FAST* computer program (optional; available at course website)

## Course Overview

On “lecture” days, I will focus on addressing the answers to selected study questions from the required reading (see *Study Guide* section), often supplementing the textbook discussion with my own examples and perspective. Before lecture, you are encouraged to download the skeletal PowerPoint slides for that chapter (available at the course website) and use them for notetaking purposes. Usually, marks will be assigned for attendance and participation (see *In-Class Activities* section). On “test” days, you will have the full class time to write the test (see *Tests* section). On “lab” days, you will meet with your lab instructor for 50 minutes at an assigned time and place (see

Laboratory section). There is a separate outline for the lab component of this course documenting scheduled activities and when lab assignments are due. While there are five lab sections associated with this **A03** section of the course (**B09** and **B10** and **B11** and **B12** and **B13**), you must attend only the lab section for which you are registered.

Brightspace limits how I can structure the agenda for any given class day. It is very important always to be looking ahead in Brightspace to see what is due prior to the next class so that you can adequately prepare for it.

Should you have questions during the semester, I encourage you first to consider posting them at the Q&A forum. Interacting with your peers is strongly encouraged, and the Q&A forum provides that opportunity; while not required, bonus points can be earned for such activity (see the *Q&A Forum* section). You can also meet with me during my office hours to get an immediate response to your questions. For any concerns related to your lecture-related grades, email them to your TA, as it is your TA who will be marking your work. For any concerns related to any lab-related activities, email them to your lab instructor, as it is your lab instructor who will be managing that part of the course.

## Course Components

**Study Guide.** The *Study Guide* lists pertinent study questions for each textbook chapter in this course. The study questions are important because they are the focus of the lectures, and thus many of the quiz and test items are based on them. Be sure to use the study questions to direct your reading of the textbook, ideally also writing out the answers to them. The *Study Guide* recommends specific end-of-chapter exercises to complete to best prepare for the quizzes and tests; and it includes links to useful resources.

**In-Class Activities.** At the end of most lectures, you will be required to submit written work for credit, based on some sort of in-class activity. The activity will vary (e.g., answering quiz items about lecture and/or video content, plotting and analyzing data, etc.). The protocol is informal in that comparing your answers with other students is fine, even encouraged. Regardless of the format, a score will be assigned out of 10, partly based on your attendance and partly based on your written work. Most in-class activities will require online access, so arrange to have an electronic device (e.g., laptop, cell phone) available. An answer key for each in-class class activity will be posted after lecture at the course website; when preparing for the tests, it is worthwhile to review these answer keys. Overall, this component counts **60 points** toward your final grade, with each in-class activity weighted equally. Your lowest three in-class activity scores will be dropped.

**In-Class Tests.** There are four noncumulative tests based on the required readings and lectures, written online in class. The first two tests cover twice as much material than the latter two tests, and thus they count twice as much toward your final grade. (The latter two tests are referred to as Test 3a and 3b.) All tests will consist of both multiple-choice and open-ended items. Overall, tests count for **620 points** toward your final grade. Although your tests will not be returned and feedback will not be available online, you can review your tests with me during my office hours.

**Laboratory.** Your lab section will meet weekly at an assigned room and time. The labs are primarily focused on a self-research project you will be conducting over the course of the semester. Most weeks there will be a lab assignment (**130 points** in total) and/or a self-research update assignment (**30 points** in total). At the end of the semester, based on your self-research project, you will present

a poster to your lab section (**50 points**) and later submit an APA-styled research report (**110 points**). Details are provided in a separate lab outline.

## Bonus

**Online Chapter Bonus Quizzes.** There is an online quiz corresponding to most chapters in the textbook. Writing these quizzes is optional but doing so can earn you bonus points. The deadline for completing each Chapter Bonus Quiz can be found in this outline (see *Class Schedule* section) as well as at the course website. Each Chapter Bonus Quiz consists of about 10 multiple-choice items. You can earn up to **3 bonus points** per quiz, based on your quiz score. As there are 12 quizzes, **36 bonus points** are available via this option.

For each Chapter Bonus Quiz, an hour after its deadline passes, the correct answers will be posted for students who wrote the quiz, helpful to review when preparing for the upcoming test. Importantly, because the answers become known to most students at that point, under no circumstances can a Chapter Bonus Quiz be written after its deadline. Keep in mind that this is a bonus activity, and there are other ways of earning bonus points.

Most students should be able to complete a Chapter Bonus Quiz easily within 15 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, I can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read through the chapter for the very first time while writing the quiz); in that case, even an hour may not be enough time to do well. So be prepared. The duration of each Chapter Bonus Quiz is set at 30 minutes to accommodate all students, including all those registered with CAL.

**Q&A Forum.** Interacting with your fellow students in this course is encouraged, but it is not required. The Q&A forum at the course website is set up for this purpose. As an alternative to emailing your questions to me (or to your TA or lab instructor), you can post them to this forum, hopefully to be answered by your peers. If you make a valuable contribution to this forum, you will earn **3 bonus points**. That might entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can earn up to **15 bonus points** this way. However, you will be awarded credit for only one valuable contribution per week (even if you make more than one that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration. To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

Overall, you can earn up **50 bonus points** in total. Take advantage of all the opportunities!

## Optional

**THINK FAST.** To think critically about research methods in psychology, you need to be fluent with the basic facts and concepts. *THINK FAST* is a computerized flashcard program designed to help you in this regard. It includes six decks of cards, one deck per unit. Deck size varies from about 20 to 40 cards. In *THINK FAST*, after you select a deck, a session begins: the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible. While there are several response options for learning the cards, I recommend working in the Type Keyword mode. In this mode, flashcards are presented that are missing either the answer or a keyword or phrase, and

you are required to type in the missing word(s). For more detailed information about *THINK FAST*, see the document called “Using *THINK FAST*,” available at the course website.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with *THINK FAST* will likely have positive benefits for you beyond merely memorizing the definitions.

All the material (facts and terms) covered in the *THINK FAST* decks comes from the required textbook readings and the lectures. Should you choose not to use *THINK FAST*, you can still access the *THINK FAST* items in a PDF document provided at the course website.

## Evaluation

In-Class Activities (lowest 3 dropped)	60
In-Class Tests	620
Lab Assignments	130
Self-Research Data Updates	30
Poster	50
Self-Research Report	110
<b>TOTAL</b>	1000
Bonus up to...	50

## Grading Scale

Grade	Grade Point Value	Percentage
A+	9	90 - 100
A	8	85 - 89
A-	7	80 - 84
B+	6	77 - 79
B	5	73 - 76
B-	4	70 - 72
C+	3	65 - 69
C	2	60 - 64
D	1	50 - 59
F	0	0 - 49

Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is between 89.5 and 89.9, the grade will be rounded to 90.

## N grades

Students who have completed the following elements will be considered to have completed the course and will be assigned a final grade:

- 3 or more tests attempted
- 3 or more lab assignments submitted
- self-research report submitted

Failure to complete any or the above will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student’s GPA as 0. The maximum percentage that can accompany an N on a transcript is 49. In accordance with UVic’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession.” So, students can only request deferrals for the completion of required course components and not for non-essential course components.

## Notes

- Assignments are due, and quizzes must be taken, on the date indicated in the Class Schedule. It is not fair for some students to do work later than others unless there is a valid excuse. Therefore, except in cases meeting the criteria for an academic concession, there will be zero credit and no make-up for any assignments or quizzes not turned in on time.
- Students who do not complete requirements on schedule due to extenuating circumstances (i.e., personal illness or accident, family affliction, official university activities) must contact me prior to the deadline or immediately upon their return to discuss the situation. Otherwise, no concession.
- If you miss an in-class activity for whatever reason, it will necessarily count as one of the three scores for that course component that you will be dropping. There are no makeups or exemptions.

## Territory Acknowledgment

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

See Class Schedule on next page...

## CLASS SCHEDULE

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Sept 7 (W)	<ul style="list-style-type: none"> <li>• Introduction to course format</li> </ul>
<hr/>	
Sept 12 (M)	<p><b>Chapter 1: Psychology &amp; Science</b></p> <ul style="list-style-type: none"> <li>• Required reading: Chapter 1</li> </ul>
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Sept 14 (W)	<p><b>Chapter 5: Variables</b></p> <ul style="list-style-type: none"> <li>• Required reading: Chapters 1, 5</li> <li>➤ Online: Chapter 1 Bonus Quiz (due by midnight)</li> </ul>
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Sept 19 (M)	<ul style="list-style-type: none"> <li>• Required reading: Chapter 5</li> <li>➤ Online: Chapter 5 Bonus Quiz (due by midnight)</li> </ul>
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Sept 21 (W)	<p><b>Chapter 6: Validity</b></p> <ul style="list-style-type: none"> <li>• Required reading: Chapter 6</li> </ul>
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Sept 26 (M)	<p><b>Chapter 7: Control</b></p> <ul style="list-style-type: none"> <li>• Required reading: Chapters 6, 7</li> <li>➤ Online: Chapter 6 Bonus Quiz (due by midnight)</li> </ul>
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Sept 28 (W)	<ul style="list-style-type: none"> <li>• Required reading: <b>Self-Research <u>Project Guidelines</u></b></li> <li>• Required reading: Chapter 7</li> <li>➤ Online: Chapter 7 Bonus Quiz (due by midnight)</li> </ul> <p><b>Chapter 3: Research Ethics</b></p> <ul style="list-style-type: none"> <li>• Required reading: Chapter 3 (no lecture for this chapter)</li> <li>➤ Online: Chapter 3 Bonus Quiz (due by Sept 30, midnight)</li> </ul>
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Oct 3 (M)	<p>★ Test 1 (Chapters 1, 5, 6, 7, 3)</p>
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Oct 5 (W)	<p><b>Chapter 14: Graphic and Descriptive Techniques</b></p> <ul style="list-style-type: none"> <li>• Required reading: Chapter 14 (only parts covered in skeletal PowerPoint slides)</li> </ul>
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Oct 10 (M)	<p>THANKSGIVING</p>
<hr/>	
Oct 12 (W)	<p><b>Chapter 15: Inferential Statistics</b></p> <ul style="list-style-type: none"> <li>• Required reading: Chapters 14, 15 (only parts covered in skeletal PowerPoint slides)</li> </ul>
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Oct 17 (M)	<ul style="list-style-type: none"> <li>• Required reading: Chapter 15 (only parts covered in skeletal PowerPoint slides)</li> <li>➤ Online: Chapters 14/15 Bonus Quiz (due by midnight)</li> </ul>
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Oct 19 (W)	<b>Chapter 8: Nonexperimental Research (Part 1)</b> <ul style="list-style-type: none"><li>• Required reading: White &amp; McBurney (2013), Chapter 8</li></ul>
Oct 24 (M)	<b>Chapter 9: Nonexperimental Research (Part 2)</b> <ul style="list-style-type: none"><li>• Required reading: White &amp; McBurney (2013), Chapters 8, 9</li><li>➤ Online: Chapter 8 Bonus Quiz (due by midnight)</li></ul>
Oct 26 (W)	<ul style="list-style-type: none"><li>• Required reading: White &amp; McBurney (2013), Chapter 9</li><li>➤ Online: Chapter 9 Bonus Quiz (due by midnight)</li></ul>
Oct 31 (M)	★ Test 2 (Chapters 14, 15, 8, 9)
Nov 2 (W)	<b>Chapter 10: True Experiments (Part 1)</b> <ul style="list-style-type: none"><li>• Required reading: Chapter 10</li></ul>
Nov 7 (M)	<b>Chapter 11: True Experiments (Part 2)</b> <ul style="list-style-type: none"><li>• Required reading: Chapters 10, 11</li><li>➤ Online: Chapter 10 Bonus Quiz (due by midnight)</li></ul>
Nov 9-11	READING BREAK
Nov 14 (M)	<ul style="list-style-type: none"><li>• Required reading: <a href="#">Self-Research Report Guidelines</a></li><li>• Required reading: Chapter 11</li><li>• Online: Chapter 11 Bonus Quiz (due by midnight)</li></ul>
Nov 16 (W)	★ Test 3a (Chapters 10, 11)
Nov 21 (M)	<b>Chapter 12: Single-Subject Experiments</b> <ul style="list-style-type: none"><li>• Required reading: Chapter 12</li></ul>
Nov 23 (W)	<b>Chapter 13: Quasi Experiments</b> <ul style="list-style-type: none"><li>• Required reading: Chapters 12, 13</li><li>➤ Online: Chapter 12 Bonus Quiz (due by midnight)</li></ul>
Nov 28 (M)	<ul style="list-style-type: none"><li>• Required reading: Chapter 13</li><li>➤ Online: Chapter 13 Bonus Quiz (due by midnight)</li></ul>
Nov 30 (W)	★ Test 3b (Chapters 12, 13)
Dec 5 (M)	NO CLASS

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# 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 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 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 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 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 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

## 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)

# 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/)