

# Behavioral Interventions: Children and Adults

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**Course Website:** Accessible through BrightSpace < <https://bright.uvic.ca/d2l/home/222901> >

**Day, Time, Room:** Mon & Thurs, 11:30am-12:50pm, Engineering Comp Science Bldg. 125

**Course Pre- or corequisites:** Completed all of PSYC 201 and PSYC 260.

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## Course Content

This is a course in applied behavior analysis—behavior modification, as it is more generally known. The objective is to provide you with an appreciation and basic working knowledge of the techniques, issues, and research designs involved in applying the principles of operant and respondent conditioning to the behavior of children and adults. PSYC 338 will neither train nor certify you to be a full-fledged behavior analyst; this would require far more experience and supervision than is possible in a course of this kind. It should, however, provide you with a set of rudimentary skills to assess how environmental events can impact the behavior of yourself and others for the worse and for the better. And while you would not be qualified to apply the principles of behavior analysis to others, you could practice them on yourself to achieve self-improvement through self-control.

## Course Materials

- (1) Martin, G., & Pear, G. (2019). *Behavior modification: What it is and how to do it*. (11<sup>th</sup> ed). New York: Routledge. (purchase hardcopy; or [rent eTextbook version](#))
- (2) *Study Guide* (available at course website)
- (3) *Unit Exercises* (available at course website)
- (4) Skeletal PowerPoint slides (available at course website)
- (5) Narrated PowerPoint presentations (available at course website)
- (6) *THINK FAST* computer program (optional; available at course website)

## Course Overview

This course is divided into 10 units and one bonus unit, each unit comprised of certain chapters from the Martin and Pear textbook. On “lecture” days, a chapter from the textbook is assigned as required reading. 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. During lectures, I will focus on what I deem to be the most important content from the required reading, supplementing the discussion with my own examples and perspective. Periodically, I will pose questions to the class; at the end of lecture, you will be asked to submit your written answers to those questions for credit (see *In-Class Activities* section). Outside of class, you can review most of what was covered in each

lecture by watching a narrated PowerPoint presentation about that same material (available at the course website).

Some lecture days I may finish the lecture agenda early, in which case class will end early; on other lecture days I may run out of time to finish that agenda. In the latter case, as homework, you will need to watch the missing part of the lecture in the corresponding narrated PowerPoint presentation, as ALL material from the lecture agenda is testable.

On “class exercise” days, prior to class, you are expected to complete assigned exercises as homework; then, in class, working in groups, you will share some of your answers, and submit your group’s written work at the end of class for marks (see *Class Exercises* section).

There is a Unit Quiz for each of the 10 units in the course, to be written outside of class (see *Unit Quizzes* section). There are also two tests, one scheduled midway through and the other at the end of the course, to be written in class (see *Tests* section). There is also a final exam, to be scheduled during the exam period (see *Exam* section).

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 Bonus* 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 grades, email them to your TA, as it is your TA who will be marking your work.

## Course Components

**Study Guide.** The *Study Guide* contains several sections for each unit. First, under the “Additional Information” section, you are presented with expanded discussions of some of the course concepts. Wherever there is a discrepancy from the textbook, the *Study Guide* should be given precedence. The second section, “Additional Study Questions,” concerns the study questions embedded in the textbook chapters. For testing purposes, unless otherwise informed here, you are responsible for knowing all the material addressed by those study questions (including those in the *Notes for Further Learning* sections). You are also responsible for knowing material addressed by any extra study questions included in this section. The third section, called “Additional Reading,” is self-explanatory. The last two sections provide unit-related resources, including links to various websites and videos.

**In-Class Activities.** During some lectures, I will intermittently pause and pose a question to the class. A written response will be required on your part. If you are paying attention, then you will likely find the activity to be an easy task. The protocol is informal, in that comparing your answers with other students is fine; it is even encouraged. At the end of these classes I will collect your written work, or there will be an opportunity to submit it online. A score will be assigned out of 10, partly based on your attendance and partly based on your answers. After the lecture, an answer key will be posted at the course website. Overall, this component counts for **100 points** toward your final grade, with each In-Class Activity weighted equally. Your lowest two In-Class Activity scores will be dropped. If you miss

an In-Class Activity, *for whatever reason*, it will count as one of those two lowest scores; there are no makeups or exemptions.

**Unit Quizzes.** There is an online quiz corresponding to each of the 10 units in the course. A Unit Quiz is based on the textbook and lecture material comprising that unit. Most Unit Quizzes consist of about 20 items, a mixture of multiple choice and true-false formats. Overall, this component counts for **200 points** toward your final grade, with each Unit Quiz weighted equally. Your lowest two Unit Quiz scores will be dropped. If you miss a Unit Quiz, *for whatever reason*, it will count as one of those two lowest scores; there are no makeups or exemptions.

Students who do the required readings and attend the lectures should be able to finish a Unit Quiz in 20 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 the textbook chapters for the very first time while writing the quiz); in that case, even two hours may not be enough time to do well. The duration of each Unit Quiz is set at 40 minutes (double time) to accommodate all students, including those registered with CAL.

For each Unit 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 Unit Quiz be written after its deadline.

**Unit Exercises.** Multi-part class exercises corresponding to the course units are available for you to download at the course website. Each part starts with an analysis and/or evaluation of a sample vignette. This is a model for how you should approach the remaining vignettes in the exercise. To ensure your analyses and evaluations are complete, you should follow the prescribed methods in the sample answers as closely as possible.

Whenever a Unit Exercise is scheduled during class time, you are expected to come to class prepared—that is, as homework, you should write out your answers to the exercise items in rough and bring your notes to class. During class, in group format, you will be comparing your notes with each other and deciding upon the best answer to a few select items. A structured answer sheet will be provided, one per group, on which to record your group's consensual responses. Group work will cease by an assigned within-class deadline, and the answer sheets will be collected. Time permitting, we will discuss the answers to some exercise items in class. Each group member will be awarded the same score for that day's exercise based on their group's written responses on the answer sheet. After class, the answer key for some exercise items (not necessarily the ones discussed in class) will be posted online. Overall, there are four class days on which class exercises are scheduled. This component counts **80 points** toward your final grade, with your work on each of the four days weighted equally.

What you are asked to do in the Unit Exercises is exactly what you will be asked to do on the exam (and perhaps on the tests as well). The vignettes will be different on the exam, but the questions will be the same. This is a very important component of the course, and attendance and participation of class exercise days is strongly advised.

**Tests.** There are two tests. Tests will consist mostly of multiple-choice items along with a few open-ended items. Generally, tests will be more challenging than the Unit Quizzes. Overall, this component

counts **300 points** toward your final grade, with each of the two tests weighted equally. Tests will not be returned, although you can review your answers with me during my office hours.

**Exam.** The exam is based on the Unit Exercises, focusing on the analysis and evaluation of behavioral applications as described in vignettes. While the exam questions will be practically identical to the Unit Exercise questions, the vignettes will differ. The exam counts **320 points** toward your final grade.

## Bonus

**Q&A Forum.** Interacting with your peers in this course is strongly encouraged, but it is not required. There is a Q&A forum at the course website set up for this purpose. 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. The restriction is that you can earn 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.

**Bonus Unit Quiz.** Unit 11 consists of optional readings for three of the later chapters in the textbook, along with an optional bonus Unit Quiz about those readings. You can earn up to **15 bonus points**, based on your score on this quiz.

**Bonus Video Quiz.** Here you are to watch an assigned video while completing an online quiz about it. You can earn up to **10 bonus points**, based on your score on this quiz.

## Optional

**THINK FAST.** To think critically within the field of behavior analysis, 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 11 decks of cards, one deck per unit. Deck size varies from about 10 to 30 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 traditionally taught students, 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* should 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 (2 lowest dropped)	100
Unit Quizzes (best 8 of 10)	200
Unit Exercises (4)	80
Tests (2)	300
Exam	320
<b>TOTAL</b>	<b>1000</b>
<b>Bonus up to...</b>	<b>40</b>

## 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 in order to be considered for an academic concession.
- **If you miss a Unit Quiz or in-class activity for whatever reason, it will count as one of the two (of the 14) scores for that component that you will be dropping. There are no makeups or exemptions.**

## 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:

- 6 or more Unit Quizzes attempted
- 1 or more tests attempted
- exam attempted

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.

## **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

Sept 8 (Th)	<b>UNIT 1: Introduction; Dealing with Data</b> <ul style="list-style-type: none"> <li>• Required reading: Course Outline, Chapter 1</li> </ul>
Sep 12 (M)	<ul style="list-style-type: none"> <li>• Required reading: Chapters 3, 4</li> </ul>
Sept 15 (Th)	<ul style="list-style-type: none"> <li>• Required reading: Chapter 4</li> <li>★ Online: Unit 1 Quiz (due by midnight)</li> </ul>
Sept 19 (M)	<b>UNIT 2: Positive Reinforcement; Extinction</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 6</li> </ul>
Sept 22 (Th)	<ul style="list-style-type: none"> <li>• Required reading: Chapter 8</li> <li>★ Online: Unit 2 Quiz (due by midnight)</li> </ul>
Sept 26 (M)	<b>UNIT 3: Aversive Control</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 15</li> </ul>
Sept 29 (Th)	<ul style="list-style-type: none"> <li>• Required reading: Chapter 16</li> <li>★ Online: Unit 3 Quiz (due by midnight)</li> </ul>
Oct 3 (M)	➤ Unit 2 Exercise; Unit 3 Exercise
Oct 6 (Th)	<b>UNIT 4: Reinforcement Schedules</b> Required reading: Chapter 10
Oct 10 (M)	THANKSGIVING
Oct 13 (Th)	<ul style="list-style-type: none"> <li>• Required reading: Chapter 14</li> <li>★ Online: Unit 4 Quiz (due by midnight)</li> </ul>
Oct 17 (M)	<b>UNIT 5: Stimulus Discrimination</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 11</li> <li>★ Online: Unit 5 Quiz (due by midnight)</li> </ul>
Oct 20 (Th)	➤ Unit 4 Exercise; Unit 5 Exercise
Oct 24 (M)	★ <b>Test 1</b>
Oct 27 (Th)	<b>UNIT 6: Shaping; Fading</b> <ul style="list-style-type: none"> <li>• Required reading: Chapter 9</li> </ul>

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Oct 31 (M)	<ul style="list-style-type: none"><li>• Required reading: Chapter 12</li><li>★ Online: Unit 6 Quiz (due by midnight)</li></ul>
Nov 3 (Th)	<b>UNIT 7: Conditioned Reinforcement; Chaining</b> <ul style="list-style-type: none"><li>• Required reading: Read Chapter 7</li></ul>
Nov 7 (M)	<ul style="list-style-type: none"><li>• Required reading: Chapter 13</li><li>★ Online: Unit 7 Quiz (due by midnight)</li></ul>
Nov 10 (Th)	READING BREAK
Nov 14 (M)	➤ Unit 6 Exercise; Unit 7 Exercise
Nov 17 (Th)	<b>UNIT 8: Generality of Behavior Change</b> <ul style="list-style-type: none"><li>• Required reading: Chapter 18</li><li>★ Online: Unit 8 Quiz (due by midnight)</li></ul>
Nov 21 (M)	<b>UNIT 9: Respondent &amp; Operant Conditioning</b> <ul style="list-style-type: none"><li>• Required reading: Chapters 5, 17</li><li>★ Online: Unit 9 Quiz (due by midnight)</li></ul>
Nov 24 (Th)	➤ UNIT 8 Exercise; Unit 9 Exercise
Nov 28 (M)	<b>UNIT 10: Capitalizing on Stimulus Control</b> <ul style="list-style-type: none"><li>• Required reading: Chapters 19, 20</li><li>★ Online: Unit 10 Quiz (due by midnight)</li></ul>
Dec 1 (Th)	★ <b>Test 2</b>
Dec 5 (M)	❖ Exam Preparation
<b>BONUS</b>	<b>UNIT 11: Combining It All; Self-Control; Ethics (Chapters 23, 25, 29)</b>
Dec 7 (W)	<ul style="list-style-type: none"><li>• Optional reading: Chapters 23, 25, 29</li><li>★ Online: Unit 11 Bonus Quiz (due by midnight)</li><li>★ Online: Skinner Video Bonus Quiz (due by midnight)</li></ul>
TBA	★ <b>EXAM</b>

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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/)