PSYC 451B: Advanced Neuropsychology

Fall 2022

We acknowledge and respect the lək̓ʷəŋən 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

Course Information

Section: A01
CRN: 13915
Instructor: Dr. Jordana Wynn (she/her)
Course Meeting: Tuesdays & Thursdays 4:30-5:50pm
Office Hours: By appointment
Email: jordwynn@uvic.ca; please include "PSYC 451B" in the subject line
Prerequisites:

Complete all of:
PSYC 300A
Complete 1 of the following:
All of: PSYC 351B
2 of: PSYC 351A, PSYC 351C, PSYC 351D

Course Overview

In this class, we will learn all about cognition and the brain through the lens of case studies. Most of these case studies involve lesion patients, but we will also cover some interesting neuropsychological disorders. Given my research focus, about half of this course will be focused on memory and related memory disorders, including amnesia. I hope you find this content as interesting as I do!

Grading

In-class participation: 10%
Reading presentation: 5%
Reading responses: 15%
Tests: 40%
Final paper: 25%
Final presentation: 5%
Extra credit: 2%

- **In-class participation: 10%**
  - To get the most out of this class, participation is key. Participation in class can take many forms including: showing up on time, being engaged, being respectful of others, asking for clarification, sharing insights, voicing, or demonstrating agreement or disagreement, raising questions of interest, responding to classmates' questions, etc. Your participation grade will reflect the *entire* semester, so it is important that you try to engage with the material and your classmates on a regular basis. That being said, I will not be counting the number of times you speak up so please don't talk just to hear your own voice.
- **Reading presentation: 5%**
  - Using a form that I will send out on the first week of class, you will sign up to present one of the assigned readings in a short (~7-10) minute PowerPoint (or

other presentation software) presentation. The presentation should summarize the reading for a naïve audience (i.e., an audience that may not have read the paper). The presentation must include a summary of the background literature (that is necessary to understand the current study), the research question, methods, results, interpretation of results, and at least one limitation or direction/question for future research. For studies with many results, you may choose to highlight and present a few that you consider to be most significant.

- **Reading responses: 15% (1% x 15 classes)**
    - Each class, you will write a brief (~100 word) response to at least one of the readings. Your response can take many forms including: asking a question about the methods or analyses, linking the reading to another reading from the class, identifying a limitation, posing a direction or question for future research, etc. Reading responses are due at 12:00 noon.
      ** There are 2 classes for which you will not need to submit a response: the class during which you are presenting, and one other class (of your choosing). Any other missed responses will get a 0 grade.*
- **Tests: 40% (20% x 2)**
    - ***Oct 20, Nov 22***
    - There will be 2 tests over the course of the semester, each worth 20% of your final grade. Tests will be a combination of multiple choice and short answer and will be based on the readings.
- **Final paper (25%)**
    - ***Nov 24***
    - For your final paper, you will find and present a case study of a patient that challenges a widely held view or theory of brain organization/cognition. Your case study *cannot* be one from class (although you may find other cases with similar lesions/ damage. I will also provide a few examples you may use) but should challenge one of the theories covered in class. Your paper should include a summary of the patient's lesion and (spared and impaired) cognitive abilities and a discussion of how their profile challenges a widely held theory. Finally, you should address how (a) another theory or (b) a modification to the discussed theory would fit the presented data. Your paper should be between 8-10 (maximum) pages.
- **Final presentation (5%)**
    - ***Nov 29, Dec 1***
    - For your final presentation, you will share your final paper with the class in a data blitz format. You will have 5 minutes (+1 min for questions) to present your case, how it challenges a widely held theory, and how you would "solve" that problem. You may use power point or other visual aids in your presentation. You will be assessed on your ability to describe and summarize the key features of your paper for a naïve audience in a concise presentation format. Just like a conference talk, the 5-minute time limit is strict and you will be cut off if you exceed it.
- **Extra credit (2%)**
    - You can earn up to 2% extra credit toward your final grade by participating in research studies conducted in the Department of Psychology. One hour of participation earns you 1 SONA credit. Credits are given in 0.5 increments, with 1 credit required for a 1% increase in your final grade. For details on participating in research studies, go to the Department of Psychology web site: https://www.uvic.ca/socialsciences/psychology/research/participants/. You must

be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.
    - If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact me to arrange for an alternative option involving an assignment. If you wish to select this option, you must notify me by no later than Nov 10.

* Students who have completed the following elements will be considered to have completed the course: 15 reading responses, 2 tests, final paper

- Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0.
- In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Course Policies

1. ***Assignments:*** All written assignments should be written in 12-point Times New Roman font and double spaced with standard 1-inch margins. Any portion of your writing which draws on an outside source must follow APA citation guidelines (7th edition). Assignments must be turned in on time (notwithstanding exceptional circumstances). 5% will be deducted for each day late (e.g., a 75% will drop to a 70%).
   Deadlines: In general, all written assignments will be due by class time (4:30) on the due date. *Reading responses are an exception and will be due at 12:00 noon on class days*.
2. ***Etiquette:*** In this class, you will be expected to follow the same standards for etiquette as are expected of any academic or professional (and definitely of a scientist/ psychologist).
   Respect: As with any class or work environment, you will be expected to demonstrate respect for your instructor, your colleagues, and yourself. While debates and disagreements are to be expected, it is important that professionalism is maintained at all times. This means refraining from any personal attacks (e.g., "you wouldn't understand because you're ____") or phrasing/language that might belittle or hurt others (e.g., "how could you think that? That doesn't make any sense"), whether intentional or unintentional. Instead, please practice positive language (e.g., "that's a great point. Though I might add _____"). Keep in mind that others in the classroom may bring different and unique perspectives that may differ from your own but are no less valid. In fact, hearing diverse perspectives may even help you to better understand or engage with the research in question. Following these rules will help us to collectively cultivate a safe and warm atmosphere for discussion, which will support all our learning!
   **Note:* As with other STEM fields, Psychology has a history of excluding or marginalizing under-represented minorities (URMs). We can do our part to combat historical and current injustices not only through our work, but also through our practices. As you progress through this class, I encourage you to consider the role of privilege in *who* has the ability to conduct, and obtain access to, science, and to think about what you personally, and we as a field, can do to amplify the voices of URMs.

Phones and laptops: Please keep your phones away and turned off or on silent. While you may use a laptop during class if that is your preference, I would strongly suggest putting it away. This is a small discussion-based class and laptops can be a big distraction. You will be tested primarily on the readings so excessive notetaking will not be necessary. You will get the most out of this class if you are actively engaged and participating in the class discussions.

Schedule

Week 1	
Sep 8	Introduction
Week 2	
Sep 13	How to study the brain
Sep 15	Language
Week 3	
Sep 20	What vs. where systems
Sep 22	Bottom-up vs. top-down processing
Week 4	
Sep 27	*** No class *****
Sep 29	Semantics: Distributed vs. Modular
Week 5	
Oct 4	Recognizing faces
Oct 6	Recognizing objects
Week 6	
Oct 11	Attention and neglect
Oct 13	Consciousness and volition
Week 7	
Oct 18	Episodic vs. semantic memory
Oct 20	**Midterm 1**
Week 8	
Oct 25	Dementia and confabulation
Oct 27	Theories of hippocampal function: Standard Consolidation vs. Multiple Trace
Week 9	
Nov 1	Implicit vs. explicit memory
Nov 3	Recollection vs. familiarity
Week 10	
Nov 8	Imagining the future
Nov 10	*** No class *****
Week 11	
Nov 15	Memory beyond the hippocampus
Nov 17	The hippocampus beyond memory
Week 12	
Nov 22	**Midterm 2**
Nov 24	Workshop, TBD; **Final paper due**
Week 13	
Nov 29	**Final Presentations**
Dec 1	**Final Presentations**

Readings

You should come to class having already read the required papers carefully. They will form the basis of our discussions each class, which you will be expected to take part in (this will contribute to your participation grade). Take a look at the questions for each class- these are intended to help guide your readings and the class discussions.

* Note that the reading list provided here may change. Science is fluid and new papers are published every day with the potential to shift our thinking. I may decide to change the assigned papers based on our class discussions or emerging research that I find relevant. You will always be advised of these changes a minimum of 1 week in advance.

SEP 13: HOW TO STUDY THE BRAIN

Fischer-Baum, S., & Tian, Y. (2019). The Case for Single Case Studies in Memory Research. In *Cases of Amnesia* (pp. 377-388). Routledge.
** Chapter 19*

One of:

Rorden, C. & Karnath, H.-O. (2004) Using human brain lesions to infer function: a relic from a past era in the fMRI age? *Nature Reviews: Neuroscience, 5,* 813-819.

Poldrack, R.A. & Farah, M.J. (2015). Progress and challenges in probing the human brain. *Nature, 526,* 371-379

Questions:

- Do we need case studies in the age of fMRI?
- How do functional neuroimaging and lesion methods complement each other? How are they redundant?

SEP 15: LANGUAGE

Dronkers, N. F., Ivanova, M. V., & Baldo, J. V. (2017). What Do Language Disorders Reveal about Brain-Language Relationships? From Classic Models to Network Approaches. *Journal of the International Neuropsychological Society : JINS*, *23*(9-10), 741–754.
** Read up to "Other advances" (the rest of the paper is also interesting if you'd like to read it- note that this is optional)*

Fridriksson, J., Fillmore, P., Guo, D., & Rorden, C. (2015). Chronic Broca's Aphasia Is Caused by Damage to Broca's and Wernicke's Areas. *Cerebral cortex (New York, N.Y. : 1991)*, *25*(12), 4689–4696.

Questions:

- How do Fridriksson et al.'s findings challenge the classic distinction between the neural correlates of Broca's and Wernicke's aphasias?
- How do neuroimaging studies complement lesion studies of language?

SEP 20: WHAT VS. WHERE SYSTEMS

Goodale MA (2011) Transforming vision into action. *Vision Research, 51,* 1567-87
** Read sections 5 & 6 (optionally, can continue reading)*

Le S, et al. (2002). Seeing, since childhood, without ventral stream: a behavioral study. *Brain*, *125,* 58-74.

Alain C, Arnott SR, Hevenor S, Graham, S, Grady CL (2001). "What" and "where" in the human auditory system. *Proc. National Acad Science, USA,* 98:12301-12306

Questions:

- How does patient SF support or contradict Goodale's model?
- If what and where are similar for different sensory modalities (i.e., vision and audition), what does this imply about brain functional organization?
- What other properties might govern cortical organization of perception (beyond what/where, vision/action)?

SEP 22: BOTTOM-UP VS. TOP-DOWN PROCESSING

Shine, J. M., O'Callaghan, C., Halliday, G. M., & Lewis, S. J. (2014). Tricks of the mind: Visual hallucinations as disorders of attention. *Progress in neurobiology, 116*, 58-65

Teufel, Subramaniam, N., Dobler, V., Perez, J., Finnemann, J., Mehta, P. R., Goodyer, I. M., & Fletcher, P. C. (2015). Shift toward prior knowledge confers a perceptual advantage in early psychosis and psychosis-prone healthy individuals. *Proceedings of the National Academy of Sciences*, *112*(43), 13401–13406.

Kiefer, M., Martens, U., Weisbrod, M., Hermle, L., & Spitzer, M. (2009). Increased unconscious semantic activation in schizophrenia patients with formal thought disorder. *Schizophrenia Research,114*(1), 79-83

Questions:

- What can we learn from schizophrenia patients about the balance of bottom-up and top-down influences on perception?
- What other populations might show a shift in the balance of these two attentional mechanisms?

SEP 29: SEMANTICS: DISTRIBUTED VS. MODULAR

Pitcher, D., Charles, L., Devlin, J. T., Walsh, V., & Duchaine, B. (2009). Triple dissociation of faces, bodies, and objects in extrastriate cortex. *Current Biology*, *19*(4), 319-324

Mahon, B. Z., Anzellotti, S., Schwarzbach, J., Zampini, M., & Caramazza, A. (2009). Category-specific organization in the human brain does not require visual experience. *Neuron*, *63*(3), 397-405

Optional:

Mahon, B.Z. & Caramazza, A. (2011). What drives the organization of object knowledge in the brain? The distributed domain-specific hypothesis. *Trends in Cognitive neuroscience, 15,* 97 – 103.
** For a good review of the modular vs. distributed distinction*

Questions:
- What can blind individuals tell us about the role of visual experience/ bottom-up processing in the organization of semantic categories in the brain?
- How do the modular and distributed views of semantic representations differ?

OCT 4: RECOGNIZING FACES

McNeil, J. E., & Warrington, E. K. (1993). Prosopagnosia: A face-specific disorder. *The Quarterly Journal of Experimental Psychology*, *46*(1), 1-10.

Moscovitch, M., Winocur, G., & Behrmann, M. (1997). What is special about face recognition? Nineteen experiments on a person with visual object agnosia and dyslexia but normal face recognition. *Journal of Cognitive Neuroscience*, 9, 555-604.
** Read the Introduction (pp 555-561) and General Discussion (pp 592-596) carefully. Skim the rest of the paper so that you are acquainted with the experiments.*

Questions:
- Are faces special (i.e., different from other complex objects)?
- How does WJ contradict or support theories of face perception described by Moscovitch et al.?

OCT 6: RECOGNIZING OBJECTS

McKone, E., Kanwisher, N. & Duchaine, B. C. (2007). Can generic expertise explain special processing for faces? *Trends in Cognitive Sciences, 11,* 8-15.

One of:

Gauthier, I., Skudlarski, P., Gore, J.C., & Anderson, A.W. (2000). Expertise for cars and birds recruits brain areas involved in face recognition. *Nature Neuroscience*, 3:191-197 (see Optional readings by McGugin et al, 2012).

Rezlescu, C., Pitcher, D., Barton, J.J.S., & Duchaine, B. (2014). Normal acquisition of expertise with greebles in two cases of acquired prosopagnosia. *Proceedings of the National Academy of Sciences 111*, 5123-5128

Questions:
- Is the FFA specialized for faces?
- How are faces and objects different? How are they the same?

OCT 11: ATTENTION AND NEGLECT

Vallar G. (1998). Spatial hemineglect in humans. *Trends in cognitive sciences*, *2*(3), 87–97.

Corbetta, M., & Shulman, G. L. (2011). Spatial neglect and attention networks. *Annual review of neuroscience*, *34*, 569–599.

** Lots of overlap with Vallar, but skim for a good overview of the syndrome and underlying neural mechanisms*

Saj, A., Fuhrman, O., Vuilleumier, P., & Boroditsky, L. (2014). Patients with left spatial neglect also neglect the "left side" of time. *Psychological science*, *25*(1), 207-214

Questions:

- Is attention a single process or a collection of processes?
- Is attention to space different from attention to time?

OCT 13: CONSCIOUSNESS AND VOLITION

Moore, J. W. (2016). What is the sense of agency and why does it matter? *Frontiers in psychology*, *7*, 1272

Desmurget, M., Reilly, K.T., Richard, N., Szathmari, A.,Mottolese, C., & Sirigu, A. (2009) Movement intention after parietal cortex stimulation in humans. *Science, 324,* 811-813.

Monti, Martin M., et al. "Willful modulation of brain activity in disorders of consciousness." *New England journal of medicine*362.7 (2010): 579-589.

For layperson reviews (optional), see:

Cyranoski, D. (2012). Neuroscience: The mind reader. *Nature, 486***,** 178–180.

Owen et al (2007). Detecting awareness in the vegetative state. *Science, 313,* 1402.

Fernandez-Espejo, D. & Owen, A.M. (2013). Detecting awareness after severe brain injury. *Nature Reviews:Neuroscience, 14*, 1-9.

Questions:

- What can Desmurget et al.'s findings tell us about the neural correlates of disorders of awareness (e.g., as seen in Schizophrenia)?
- Is there a difference between consciousness and awareness?
- Distinguish between consciousness of perception and consciousness of intention and movement. How are the two related? What do studies on the vegetative stage contribute to this debate?

OCT 18: EPISODIC VS. SEMANTIC MEMORY

Tulving, E. (1972). Episodic and semantic memory.
** Skim for the general gist of Tulving's proposal*

Corkin, S. What's new with the amnesic patient H.M.? *Nat Rev Neurosci,* 3, 153–160 (2002).
* *For a great depiction of hippocampal amnesia, check out the film Memento (the main character was largely based on patient HM)*

One of:

Coughlan, A. K., & Warrington, E. K. (1981). The impairment of verbal semantic memory: a single case study. *Journal of Neurology, Neurosurgery & Psychiatry, 44*(12), 1079-1083

Graham, Simons, J. S., Pratt, K. H., Patterson, K., & Hodges, J. R. (2000). Insights from semantic dementia on the relationship between episodic and semantic memory. *Neuropsychologia, 38*(3), 313–324.

Questions:

- Does HM's pattern of preservation/ impairment support a strong episodic/ semantic distinction?
- How do Semantic Dementia patients inform our understanding of the distinction between episodic and semantic memory? Do they support or challenge Tulving's proposal?

OCT 25: DEMENTIA, AND CONFABULATION

Gilboa, A. & Verfaellie, M. (2010). Introduction – Telling it like it isn't: The cognitive neuroscience of confabulation. *Journal of the International Neuropsychological Society, 16 (6*), pg. 961-966.

Kessels, R. P., Kortrijk, H. E., Wester, A. J., & Nys, G. M. (2008). Confabulation behavior and false memories in Korsakoff's syndrome: role of source memory and executive functioning. *Psychiatry and Clinical Neurosciences*, *62*(2), 220-225

Moulin, C. J. (2019). Persistent Déjà Vu, Recollective Confabulation and the Case of Patient AKP. In *Cases of Amnesia* (pp. 131-155). Routledge.

Questions:

- How is case AKP different from the cases described in Gilboa & Verfaille? What do they tell us about the neural basis (or bases) of confabulation?

OCT 27: STANDARD CONSOLIDATION VS. MULTIPLE TRACE THEORY

Squire, L. R., & Zola-Morgan, S. (1991). The medial temporal lobe memory system. *Science*, *253*(5026), 1380-1386.

Nadel, L., & Moscovitch, M. (1997). Memory consolidation, retrograde amnesia and the hippocampal complex. *Current opinion in neurobiology*, *7*(2), 217-227

One of (skim for familiarity):

Stefanacci, L., Buffalo, E. A., Schmolck, H., & Squire, L. R. (2000). Profound amnesia after damage to the medial temporal lobe: A neuroanatomical and neuropsychological profile of patient E. P. *J Neurosci, 20*(18), 7024-7036.

Steinvorth, S., Levine, B., & Corkin, S. (2005). Medial temporal lobe structures are needed to re-experience remote autobiographical memories: evidence from HM and WR. *Neuropsychologia*, *43*(4), 479-496

Questions:

- How do standard consolidation and multiple trace theory differ with respect to the proposed role of the hippocampus in memory retrieval?
- How could neuroimaging studies augment the patient literature here?

NOV 1: IMPLICIT VS. EXPLICIT MEMORY

Ryan, J.D, Althoff, R.R., and Cohen, N.J. (2000). Amnesia is a deficit in relational processing. *Psychological Science, 11,* 454-461.

Urgolites, Z. J., Smith, C. N., & Squire, L. R. (2018). Eye movements support the link between conscious memory and medial temporal lobe function. *Proceedings of the National Academy of Sciences*, *115*(29), 7599-7604

Hannula, D. E., Ryan, J. D., & Warren, D. E. (2017). Beyond long-term declarative memory: Evaluating hippocampal contributions to unconscious memory expression, perception, and short-term retention. In *The hippocampus from cells to systems* (pp. 281-336). Springer, Cham

** Read pages 281-295*

Questions:

- How does Ryan and Hannula's proposal differ from Squire's proposal regarding the function of the hippocampus?
- How can eye movement monitoring help resolve this debate?

NOV 3: RECOLLECTION VS. FAMILIARITY

Barba, G. D. (1997). Recognition memory and recollective experience in Alzheimer's disease. *Memory, 5*(6), 657-672

Bowles, B., Crupi, C., Mirsattari, S.M., Pigott, S.E., Parrent, A.G., Pruessner, J.C., Yonelinas, A.P. & Kohler, S. (2007). Impaired familiarity with preserved recollection after anterior temporal-lobe resection that spares the hippocampus. *Proceedings of the National Academy of Sciences, USA*, 16382–16387.

Optional:

Davachi, L & Dobbins, I. G. (2008). Declarative memory. *Current Directions in Psychological Science, 17*, 112-118.

Questions:

- What is the distinction between "remembering" and "knowing"?
- Does the brain honour this distinction?
- How are these findings related to the theory that the hippocampus is involved in relational processing?
- How do neuroimaging findings complement or extend behavioural findings with regard to this distinction?

NOV 8: IMAGINING THE FUTURE

Hassabis, D., Kumaran, D., Vann, S. D., & Maguire, E. A. (2007). Patients with hippocampal amnesia cannot imagine new experiences. *Proceedings of the National Academy of Sciences*, *104*(5), 1726-1731

Schacter, D. L., Addis, D. R., & Buckner, R. L. (2007). Remembering the past to imagine the future: the prospective brain. *Nature reviews neuroscience*, *8*(9), 657-661

Kwan, D., Craver, C. F., Green, L., Myerson, J., Boyer, P., & Rosenbaum, R. S. (2012). Future decision-making without episodic mental time travel. *Hippocampus*, *22*(6), 1215–1219.

Questions:

- What do the findings from Hassabis et al. tell us about the role of the hippocampus? What do they tell us about episodic memory?
- How do the Kwan et al.'s findings challenge theories about future thinking and its neural correlates?

NOV 15: MEMORY BEYOND THE HIPPOCAMPUS

Parkin, A. J., Bindschaedler, C., Harsent, L., & Metzler, C. (1996). Pathological false alarm rates following damage to the left frontal cortex. *Brain and cognition, 32*(1), 14–27.

Baddeley, A., Vargha-Khadem, F., & Mishkin, M. (2001). Preserved recognition in a case of developmental amnesia: implications for the acquisition of semantic memory? *Journal of cognitive neuroscience, 13*(3), 357-369

Questions:

- What do patients Jon and JB tell us about the role of the hippocampus?
- Is memory solely a hippocampal function?

NOV 17: THE HIPPOCAMPUS BEYOND MEMORY

Rosenbaum, R. S., & Moscovitch, M. (2019). Case KC (Kent Cochrane) and His Contributions to Research and Theory on Memory and Related, Non-Memory Functions. In *Cases of Amnesia* (pp. 156-186). Routledge.

Lee, A. C., Bussey, T. J., Murray, E. A., Saksida, L. M., Epstein, R. A., Kapur, N., Hodges, J. R., & Graham, K. S. (2005). Perceptual deficits in amnesia: challenging the medial temporal lobe 'mnemonic' view. *Neuropsychologia*, *43*(1), 1–11.

Rosenbaum, R. S., Priselac, S., Köhler, S., Black, S. E., Gao, F., Nadel, L., & Moscovitch, M. (2000). Remote spatial memory in an amnesic person with extensive bilateral hippocampal lesions. *Nature neuroscience*, *3*(10), 1044–1048. https://doi.org/10.1038/79867

Questions:

- What do these studies tell us about the role of the hippocampus?
- Can we really localize any cognitive function to a single brain region?

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: 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**

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

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

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

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

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

To report concerns about online student conduct: **onlineconduct@uvic.ca**

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class[1]. 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/**.

[1] 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**; Web: **uvicombudsperson.ca**.
2. UVic Library Resources: **http://www.uvic.ca/library/research/citation/plagiarism/**
3. UVic Library Document on **Avoiding Plagiarism**

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the **UVic Calendar**.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the **deadlines** set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions: 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!

Academic Important Dates

Winter session - first term (September – December)

Wednesday, Sept 7th	First term classes begin for all faculties
Tuesday, Sept 20th	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 23rd	Last day for adding courses that begin in the first term
Friday, Sept 30th	National Day for Truth and Reconciliation (No Classes)
Monday, Oct 10th	Thanksgiving Day (No Classes)
Tuesday, Oct 11th	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 31st	Last day for withdrawing from first term courses without penalty of failure
Nov 9th - Nov 11th	Reading Break for all faculties
Monday, Dec 5th	National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm
Monday, Dec 5th	(Friday course schedule) Last day of classes in first term for all faculties
Dec 7th - Dec 21st	First-term formal examination period

Winter session - second term (January – April)

Monday, Jan 9th	Second term classes begin for all faculties
Sunday, Jan 22nd	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 25th	Last day for adding courses that begin in the second term
Sunday, Feb 12th	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 20th - Feb 24th	Reading Break for all faculties
Tuesday, Feb 28th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6th	Last day of classes in second term for all faculties
Apr 11th - Apr 26th	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/

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/

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/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/