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

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


* Chapter 19

One of:


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


* 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)


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)


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

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


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

SEP 29: SEMANTICS: DISTRIBUTED VS. MODULAR


Optional:

*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**


*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**


One of:


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

**OCT 11: ATTENTION AND NEGLECT**


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


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**


For layperson reviews (optional), see:


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*


* For a great depiction of hippocampal amnesia, check out the film Memento (the main character was largely based on patient HM)

One of:


**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**


**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**


One of (skim for familiarity):


**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


* 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


Optional:


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


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**


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**


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, Sedgwick C119
   Phone: 250.721.8021
   Email: sypcoordinator@uvic.ca
   Web: www.uvic.ca/svp
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. 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.

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<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
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<tr>
<td>Percentage</td>
<td>90-100</td>
<td>85-89</td>
<td>80-84</td>
<td>77-79</td>
<td>73-76</td>
<td>70-72</td>
<td>65-69</td>
<td>60-64</td>
<td>51-59</td>
<td>&lt; 50</td>
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<td>GP Value</td>
<td>9</td>
<td>8</td>
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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/](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.


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)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wednesday, Sept 7th</td>
<td>First term classes begin for all faculties</td>
</tr>
<tr>
<td>Tuesday, Sept 20th</td>
<td>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.</td>
</tr>
<tr>
<td>Friday, Sept 23rd</td>
<td>Last day for adding courses that begin in the first term</td>
</tr>
<tr>
<td>Friday, Sept 30th</td>
<td>National Day for Truth and Reconciliation (No Classes)</td>
</tr>
<tr>
<td>Monday, Oct 10th</td>
<td>Thanksgiving Day (No Classes)</td>
</tr>
<tr>
<td>Tuesday, Oct 11th</td>
<td>Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date.</td>
</tr>
<tr>
<td>Monday, Oct 31st</td>
<td>Last day for withdrawing from first term courses without penalty of failure</td>
</tr>
<tr>
<td>Nov 9th - Nov 11th</td>
<td>Reading Break for all faculties</td>
</tr>
<tr>
<td>Monday, Dec 5th</td>
<td>National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm</td>
</tr>
<tr>
<td>Monday, Dec 5th</td>
<td>(Friday course schedule) Last day of classes in first term for all faculties</td>
</tr>
<tr>
<td>Dec 7th - Dec 21st</td>
<td>First-term formal examination period</td>
</tr>
</tbody>
</table>

Winter session - second term (January – April)

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