

**UNIVERSITY OF VICTORIA
DEPARTMENT OF PSYCHOLOGY**

**PSYC 499 (A01)
Honours Seminar
Fall 2022**

Time:	Mondays and Thursdays 10:00-11:20		
Room:	Clearihue Building, Room C111		
Instructor:	Dr. Stuart MacDonald (he/him)	Office:	Cornett A261
Office Hours:	Flexible (e.g., prior/following class); By appointment	Phone:	250-472-5297
		E-mail:	smacd@uvic.ca

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

COURSE DESCRIPTION	
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The Honours seminar is designed to facilitate many facets of your professional development, from completing your Honours thesis and presenting your findings at the Making Waves conference, to assisting you in developing your CV and applying for graduate school.

COURSE FORMAT AND LEARNING GOALS	
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Primary goals of the seminar include:

- (1) To support and mentor a select group of highly qualified senior psychology undergraduates as they complete their capstone undergraduate academic experience, namely the Honours research project and thesis write-up. Our weekly meetings will serve as an adjunct to the mentoring provided by each student's honours supervisor. As active seminar participants, my hope is that each of you will not only focus on your own development, but also make substantial contributions to your peers' Honours projects (e.g., by asking question, providing perspectives and personal insights, etc).
- (2) To foster the development of a more general set of professional-interpersonal skills applicable to higher education in psychology and related fields, as well as effective workplace, career and volunteer contributions in diverse environments. Examples of these professional-interpersonal skills include:
 - a. critical thinking as it applies to research and the pursuit of knowledge (e.g., logic and reason, idea generation, hypothesis testing, competence in reviewing and weighing scientific findings, mental flexibility, perspective-taking)
 - b. effective written and oral communication
 - c. effective organization and planning
 - d. balancing independence of thinking and contributions with responsiveness to the ideas of others, collegiality and team work

e. commitment to Psychology's ethical standards in conducting, interpreting, and disseminating knowledge, including sensitivity to human diversity, social responsibility and compassion.

- (3) To communicate how and why Psychology research and practice matters to a wide range of professional and lay person audiences and that can be used to the benefit of society.
- (4) To reflect and summarize in a written and presentable format your attainment of all three of the above learning missions, you will be required to assemble an academic-professional portfolio. Your portfolio will be a reflection of your capstone experience in the Psychology Department, and should be ready to support academic, job and/or volunteer applications and interviews.

The Ultimate Deadline: The final versions of your completed thesis and portfolio must be submitted to me by 11:59pm on Thursday April 6th, 2023. My preference is to receive electronic copies by email, but submitting hard copies of the thesis may also be required. More details on this will be available by the second semester (i.e., Jan 2023).

Typically, the thesis chapters are drafted and revised several times (and oftentimes more) based on the supervisors' reviews. Allow plenty of time for your thesis supervisor to review sections of your Honours thesis, such that your final version is polished and your best possible piece of work. Suggested milestones for the Honours thesis are included in the course outline, which should be discussed with your supervisor as soon as possible, in case any modifications are needed. You will be asked to sign off on an agreement of timelines with your supervisor and submit them to me for record-keeping (see suggested dates later in syllabus).

STYLE RESOURCES

Students will require access to The American Psychological Association Publication Manual (2020; 7th ed.). This can be purchased online or might be available for reference in your faculty supervisor's lab. Also, the Purdue Online Writing Lab (OWL) has wonderful student resources for the APA Style Guide, accessible here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

COMPUTING SKILLS

The seminar requires regular use of the Web; you will need access to a recent version of a browser and plug-in software for displaying PDF files. Use of PowerPoint (or a similar program) is also required. For most if not all students, work on the thesis will also entail a variety of computer skills. If you need assistance in this regard, please speak with me and/or contact Computer User Services.

ACADEMIC EXPECTATIONS

Your contributions to class discussions and completion of assignments are required to achieve the learning outcomes. Thus, I expect you to attend class. Should circumstances prevent your attendance, please inform me (in advance if possible). If you are unable to complete the required course work within the term(s), you should apply to the Associate Dean, Undergraduate Studies to request an academic concession

(<https://www.uvic.ca/students/academics/academic-concessions-accommodations/request-for-academic-concession/index.php>). I would also appreciate it if you would inform me in advance (if possible) of your situation. If the request for deferral is granted, I will arrange an extension of the assignment deadline consistent with the deferral agreement.

In general, absences and late work will be treated as unexcused unless one of the following is documented in writing: personal illness or accident; family affliction; or absence due to official University activity. Those granted a concession would normally be allowed to complete the work late. In the case of unexcused missed work or lateness, a grade of F will be recorded for the missed/late component.

You are expected to abide by the University's policy on plagiarism and cheating (*see latter pages of this syllabus*).

COURSE REGISTRATION	
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You are personally responsible for checking your registration status before the end of the course-add period (Friday, September 23, 2022). Please verify and confirm your registration status with me as, according to University policy, I am unable to facilitate a course addition after this date *even if* you have been attending class. Also note that Monday, October 31, 2022 is the last day for officially withdrawing without academic penalty. University policy states that failing to attend lectures does not constitute official withdrawal. If you do decide to drop PSYC 499, you must also drop 400A (you are personally responsible for dropping 400A).

EVALUATION	
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Evaluation of your progress toward the course objectives will be based upon several graded requirements including:

Requirements (Sept 2022 – April 2023)	Weight out of 100
Supervisor's Mark on Honours Thesis	60
Weekly Attendance and Participation in Honours Seminar (inc. online journals)	10
Thesis Status Report (5-minute oral presentation)	<i>Not scored</i>
Thesis Status Report (10-minute oral presentation)	<i>Not scored</i>
Power Point Progress Report (15-minute oral presentation with slides)	10
Portfolio (see details below)	10
Draft Making Waves Poster Presentation	<i>Not scored</i>
Final Making Waves Poster Presentation	10
Total Possible Marks	100

You must complete all of the above requirements in order to pass the course. I have purposely employed several forms of evaluation in recognition that each of you have individual learning styles. Your grade for the course will be based on both written and spoken contributions, providing you the best opportunity to demonstrate your many abilities. Further, to minimize anxiety associated with individual projects that count toward a large percentage of your grade, I have specifically chosen to parse evaluation into smaller components. Your workload should not increase, but rather be more evenly dispersed across the term.

Graded course requirements will be weighted and aggregated to yield a percentage score. The final letter grade in the course will be based on total percent score rounded up at values of .5 or greater (e.g., 89.5 will be

rounded up to 90, but 89.4 will not). Final grades will be assigned according to the following scale:

A+	A	A-	B+	B	B-	C+	C	D	F
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

Students who do not complete the final poster or thesis will receive an N. A grade of A+ is extraordinary in this course; an A means very good performance, and an A- means adequate performance in a difficult course (i.e., an A- is a mark of which one can be proud). Graduation with Honours requires (among other things) a mark of at least A- or 80% in this course; see <http://web.uvic.ca/calendar2015-09/FACS/FoSoS/DoPs/PrRe.html>

Final Grades: Final grades are final. An error in calculating the final grade is the only reason that a grade will be adjusted. However, if you feel you are struggling with any of the course material during the academic year, please let me know and I will do my best to assist you or point you in the right direction. If you are struggling, it is always best to be proactive!

OVERVIEW OF ASSIGNMENTS

Thesis (60%)

Your primary objective is to produce a written report of original research that makes a genuine contribution to knowledge, i.e., a thesis. Your supervisor will grade your performance on the thesis, evaluating both the work you have done throughout the year and the final written product. Your supervisor's grade determines 60% of the final grade for this course. Keep in mind that it is your supervisor who will be in the best position to write a detailed, well-informed letter of recommendation on your behalf to graduate schools or prospective employers. Therefore, it is **crucial that you work closely and effectively with your supervisor at the beginning of the year to establish a shared understanding of what they expect, when it is expected, and what criteria will be used in evaluating your work**. Some supervisors will spontaneously go over these issues with you in detail, but others will not. I will be providing some guidance about how to break down your project into manageable steps according to the overall timeline of the Honours year. However, it is your responsibility to find out what your supervisor expects (including timelines for completion of milestone components of your thesis).

Weekly Attendance and Participation in the Honours Seminar (10%)

This is a seminar in the true sense and aptly defined by Webster's dictionary as, "a group of advanced students studying under a professor with each doing original research and all exchanging results through reports and discussions." **Exchanging results – and insights, opinions, questions, problems, etc. – with the members of the seminar is a vital part of your responsibilities and privileges as an Honours student**. Some students are less comfortable speaking out than others; while this is less of an issue in other classes, as part of the Honours seminar it is vital that you find ways to take a risk and contribute to the class discussion. A lack of participation will not serve you well as you pursue higher education, employment, or other realms of contribution. Each semester, 5% of your grade will be based on participation, as measured by your response to approximately 8 online assignments (worth 0.5% each) plus your discussion of the material from those assignments (1% overall). Assignments will be posted on Brightspace (see tentative assignment dates below).

Thesis Status Report #1: A 5-Minute Oral Presentation – PRACTICE YOUR ELEVATOR SPEECH! (Not scored)

This will be a casual spoken report, given early in the term, about what you are working on and what you have accomplished so far. You do not have to stand up to give this report (although you may, if you prefer). You can

use written notes, but you may not simply read a written report aloud. The purposes of this task are to (a) make sure that every student has the opportunity to address the seminar as a whole for several minutes, (b) give me a sense of how things are going on your thesis project, and (c) let all members of the seminar know what topics that others are working on. Students will likely vary widely one from another in terms of the amount and kind of progress they have made at this point. Guidelines for preparing will be posted in Brightspace and circulated via email.

Thesis Progress Report #2: A 10-Minute Oral Presentation (Not scored)

This will be a longer (10 minutes, plus 2-3 minutes for questions) and more formal presentation, reminding the seminar of your topic and reporting on your progress on it. Once again, students will likely vary widely in terms of the kinds of progress they have made, but I expect that by this stage all will have (at least) made quite specific plans for their research; **talking about these specifics should be the focus of the report**. At least some use of visual aids (e.g., PowerPoint slides) is required. You may notice here that the Honours Seminar is structured to “scaffold” participants in their presentation skills and comfort levels.

Thesis Progress Report #3: A 15-Minute Oral Presentation with Power Point Slides (10%)

This presentation is similar in format to the first and second reports, except that further progress on the thesis work itself should have been made and there is a 15-minute time frame as at least some (preliminary) results should be included. Technical equipment will be made available. You should invite your Honours research co/supervisors, including mentoring graduate students, to this session. Your aim is to give a professional-quality research talk. It is OK to repeat material from the prior talks in terms of bringing your audience “back up to speed” on your topic – just make it the best talk you can.

NOTE: only this final Progress Report is actually scored. The first two talks are meant for you to gain formative feedback to develop your speaking skills in a ‘low-stakes’ environment in the absence of evaluation. This is to help you make the transition from undergraduate grading, which can be overly focused on ‘points’, to graduate grading (and also career performance evaluations), which are less about points and more about overall quality and substance. Same goes for your poster presentations.

Draft Poster Presentation (Not scored)

Students will present draft versions of their posters, receiving feedback. Guidelines for preparing posters will be posted in Brightspace and circulated via email.

The Academic-Professional Portfolio (submit copies in a single folder by email) (10%)

Your portfolio will include:

- a. A current curriculum vitae (CV)
- b. A cover letter (letter of intent) for application to:
 - i.) higher education (graduate school)
 - ii.) OR job/professional position
 - iii.) OR major volunteer/charity opportunity you might wish to pursue
- c. A one-page summary of your Honours thesis written so that most people can understand what you have done and why it matters. This could be written as a proposal for applications for Tri-council Masters Fellowships. http://www.nserc-crsng.gc.ca/Students-Etudiants/PG-CS/CGSM-BESCM_eng.asp
- d. The ethics certificate for your project (submitted to the Human Subjects Review board by you or your supervisor approving your project)
- e. The Tri-Council ethics certificate (indicating your completion of the online training module)

f. A copy of your final Making Waves Poster (8.5"x11")

Final Poster (10%)

This is the public grand finale of the seminar and of the thesis project. In years past, each student in the Honours seminar would present their research at the Making Waves Conference -- held annually in early April and attended by faculty, other students, and the general public. Although it is not clear how the pandemic may impact plans for Making Waves in April 2023, we will be presenting our findings as part of a capstone experience (hopefully in-person – but otherwise virtual) that reflects a conference experience. More details on this poster session will be made available by early second term (i.e., January 2023).

WEEKLY TOPICS AND ASSIGNED READINGS

There is no required textbook for this class. In lieu, as term progresses, I will carefully identify chapters and articles that outline key themes (e.g., scoping reviews, theoretical content, data analysis, etc.) that set the stage for group discussions, practical demonstrations, assignments, and presentations. For select topics, I may include representative data/articles from individual groups to further inform the practical analysis sessions in the lab.

The proposed (and tentative) list of seminar topics and events (see below) summarizes major themes and central topics of discussion for the first and second terms of the Honours seminar. During each term, we will also supplement these key goals with additional relevant discussions concerning key questions and developments in the field of Psychology. Please check Brightspace as there will be mini-assignments, discussion questions, etc. posted there, supporting your participation throughout the year.

SEMINAR TOPICS AND EVENTS: FALL 2022

Day	Date	Topic	Assignments (Due Sundays by 5pm unless otherwise stated)	Suggested Milestones with Supervisor
Thurs	Sept 8	Welcome to the Honours Seminar!		
Mon	Sept 12	Seminar Orientation & Goals for the First Semester		Set up regular meeting times; join advisor's lab meetings, if applicable;
Thurs	Sept 15	Tell Us About Your Topic - 2-3 minutes each	review, sign, and submit timelines agreement (9/22, asst. 1)	Arrange meeting to review timelines agreement
Mon	Sept 19	Tell Us About Your Topic - 2-3 minutes (continued)	*begin to develop goal management plan (due 9/25, asst. 2)	Discuss Ethics Applications – do you need to do a

		Examining the ethical issues related to your projects; Psychological research in the era of COVID-19 <<Review the following websites ahead of class>> https://www.uvic.ca/research/conduct/home/reg_approval/humanethics/index.php and https://www.uvic.ca/userais/		separate application?
Thurs	Sept 22	Research Ethics in Psychological Research, <i>Guest speaker: Kenna Miskelly, UVic HREB</i>		
Mon	Sept 26	Tell Us About Your Topic - 2-3 minutes (continued) <<Complete Library Survey for Zahra Premji>> **survey to be posted to brightspace**		
Thurs	Sept 29	How to Really Read Peer-Reviewed Research in Psychology © Complete your Tri-Council Core ethics course (90 – 120 minutes) online at https://tcps2core.ca/welcome Please consider attending one of the University of Victoria's Orange Shirt Day sessions (https://www.uvic.ca/event/orange-shirt-day/index.php)	*Submit personal article review (10/09, asst. 3)	
Mon	Oct 3	Open Science: Why write down hypotheses and plans for analysis? <i>Guest Speaker: Dr. David Medler ©</i> Article Review Peer Exchange & Discussion ©	Bring 5 keywords to use in search engines for Oct 6	
Thurs	Oct 6	Literature and other Information Searches and Tools <i>Guest Speaker: Dr. Zahra Premji, Health Research Librarian</i>	**Hand in Tri-Council Core ethics certificate (10/9)	
Mon	Oct 10	No Class – Thanksgiving		
Thurs	Oct 13	Speaking to Your Audience <i>Guest Speaker: Dr. Clayton Jevne (Theatre)</i>		

Mon	Oct 17	Thesis Reports #1 GROUP 1 (Last names A to H)		
Thurs	Oct 20	Thesis Reports #1 GROUP 2 (Last names I to Z)	*Imposter syndrome reflection (10/24, asst. 4)	
Mon	Oct 24	How to Hone Your Research Question Writing Your Intro and Writing Tips ©		
Thurs	Oct 27	Stress, well-being, and self-regulation ©	*Choose 3 grad programs (asst. 5, 10/30)	
Mon	Oct 31	Choosing grad programs; creating a CV and letter of intent for grad school or professional employment ©		Submit 1st draft of Introduction
Thurs	Nov 3	Applying to Graduate School: Advice from those who have succeeded!		
Mon	Nov 7	Writing your CGS-M Statement ©	**Submit CV and letter of intent (11/13)	Hypotheses fine-tuned
Thurs	Nov 10	No Class – Reading Break		
Mon	Nov 14	Diversity Panel – Challenging ways of knowing and being (speakers TBC)		
Thurs	Nov 17	Extended office hours – grad app/funding app review	*Methods assignment (11/21, asst. 6)	
Mon	Nov 21	Thesis Report #2 GROUP 2 (last names I to Z)		
Thurs	Nov 24	Thesis Report #2 GROUP 1 (last names A to H)	*Peer feedback (11/27, asst. 7)	
Mon	Nov 28	Creating a robust Methods section – guidance from experts ©		
Thurs	Dec 1	Canada Graduate Fellowships are due		
Thurs	Dec 1	Review of semester and preparing for next term		Submit 1st draft of Methods & 2nd draft of Intro

				Review Mid-Term Report
Mon	Dec 5	Review of semester and preparing for next term		
Winter Break Revised Outline will Include Students' Recommendations				Data collection Discuss goals for over winter break

Notes:

1. All proposed topics/dates are tentative, pending class progress. I will provide an updated Spring 2023 schedule in December 2022 (or early January 2023), once we have updated information on important activities such as the Making Waves Conference, etc.
2. All course content and materials are made available by instructors for educational purpose and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. 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).
3. *Items with a single asterisk (*) are graded as part of your participation grade. **Items with a double asterisk (**) are graded as part of your portfolio.

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 class¹. 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 7 th	First term classes begin for all faculties
Monday, Sept 19 th	Day of Mourning - Queen Elizabeth II (No Classes)
Tuesday, Sept 20 th	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 rd	Last day for adding courses that begin in the first term
Friday, Sept 30 th	National Day for Truth and Reconciliation (No Classes)
Monday, Oct 10 th	Thanksgiving Day (No Classes)
Tuesday, Oct 11 th	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 st	Last day for withdrawing from first term courses without penalty of failure
Nov 9 th - Nov 11 th	Reading Break for all faculties
Tuesday, Dec 6 th	National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm
Tuesday, Dec 6 th	(Friday course schedule) Last day of classes in first term for all faculties
Dec 8 th - Dec 21 st	First-term formal examination period

Winter session - second term (January – April)

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

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/