PSYC 366 (A02) - CRN 14216
Psychological Disorders of Childhood and Adolescence
Fall 2023

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Teaching Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle St. Pierre, Ph.D., Assistant Teaching Professor, Department of Psychology</td>
<td>Tristyn Ranger</td>
</tr>
<tr>
<td>Email: <a href="mailto:mstpierre@uvic.ca">mstpierre@uvic.ca</a></td>
<td>Email: <a href="mailto:tristynr@uvic.ca">tristynr@uvic.ca</a></td>
</tr>
<tr>
<td>Office Hours: 2:30pm-3:30pm Mondays on Zoom or by appointment (link on Brightspace)</td>
<td>Office Hours: By appointment (email for appointments)</td>
</tr>
<tr>
<td>Instructor availability: Please note that I do not typically check email messages during the hours of 6pm and 6am on weekdays, and I do not routinely check email on the weekend. Messages received during these times will receive attention once I am back online. Otherwise, you can expect to receive a response to your message within 6 hours, often much sooner.</td>
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</tbody>
</table>

Prerequisites: PSYC201 & PSYC260

Class Time: Monday & Thursday – 1:00pm – 2:20pm, September 7 to December 4, 2023

Classroom: via Zoom [Link on Brightspace]


*Any additional readings will be available as electronic files through the UVic Library (i.e., e-journals, e-books) and posted to Brightspace. Students are expected to complete assigned readings before class in order to participate in class discussions.

Optional: Course Link URL: https://student.cengage.com/course-link/MTPQ3Q333MKQ
Course Key: MTPQ-3Q33-3MKQ
Student MindTap Registration Video - https://www.youtube.com/watch?v=YYD9b0ae3W0 Student MindTap Navigation Video - https://screencast-o-matic.com/watch/cYIDFH8tVU

Course Website You will find slides, assignments, and course announcements posted on Brightspace. https://bright.uvic.ca/d2l/home/314352

Land Acknowledgement 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 Description and Learning Outcomes This course is designed to introduce you to current research and theory in clinical child psychology and developmental psychopathology. Across a range of disorders, we will discuss multiple theoretical perspectives on the description, etiology, treatment, and prevention of psychological problems in

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childhood and adolescence. The topics we will cover include neurodevelopmental disorders, behavioral disorders, depressive and anxiety disorders, eating disorders, and child maltreatment. Emphasis is placed on the importance of considering children’s behavioural and emotional adjustment within the child’s larger environment and sociocultural circumstances. We will attend to how various identities (e.g., gender, race-ethnicity, ability, social class, sexual orientation, nativity, etc.) shape the experience, expression, and response to various mental health challenges. We will use a developmental perspective to understand the factors that place children at increased risk for disorder, the impact of risk factors, and the factors that protect children in stressful circumstances. We will also take a critical lens on the field to understand the limits of what we currently know. Topics will be considered from a scientist-practitioner perspective (e.g., attention to evidence base) and a social justice perspective (e.g., attention to power dynamics and structural inequities that differentially affect individuals with marginalized identities).

After completing this course, you will be able to:

1. Identify the symptoms of major categories of psychopathology in childhood and adolescence and their typical developmental course.
2. Describe prominent biological, psychological, and sociocultural risk factors for mental health difficulties in childhood and adolescence and how they interact with one another.
3. Discuss the role of factors such as gender, culture, and typical development in framing issues in developmental psychopathology.
4. Identify issues relevant to diversity and social justice in the context of child and adolescent mental health.
5. Understand the strengths and weaknesses of current systems of classifying mental health challenges.
6. Think critically about what the science has to say about core issues in child mental health (and what gaps exist).
7. Evaluate information about children’s mental health for accuracy and/or bias and advocate for empathic and non-stigmatizing representations of children’s mental health.

### Course Evaluation and Grades

Students who have completed the following elements (A, B, D, E are required components) will be considered to have completed the course:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Midterm #1</td>
<td>15%</td>
</tr>
<tr>
<td>B. Midterm #2</td>
<td>15%</td>
</tr>
<tr>
<td>C. Critical Clinical Reflections</td>
<td>20%</td>
</tr>
<tr>
<td>D. Broadening</td>
<td>35%</td>
</tr>
</tbody>
</table>

- **A. Midterm #1**: The exam will cover all content from weeks 1 to 4 inclusive, including content from lectures and readings. The exam is closed book and will consist of multiple choice and fill-in-the-blank questions.
- **B. Midterm #2**: The exam will cover all content from weeks 5 to 8 inclusive, including content from lectures and readings. The exam is closed book and will consist of multiple choice and fill-in-the-blank questions.
- **C. Critical Clinical Reflections**: Clinical reflections will require you to think critically and respond to a topic related to course material that week. You will be asked to give a 2 to 4 sentence reflection on Brightspace each week. To receive full marks, you need to respond to **10 out of 12 prompts** (each worth 2%) by Friday at 11:59pm of that topic’s week. Late submissions will not count toward your mark. You can skip 2 weeks and still receive full marks. Submission is on Brightspace.
- **D. Broadening**: The profession of psychology is grounded predominantly in Eurocentric assumptions and ways of knowing. Theories and perspective on health, illness, and intervention are generally oriented towards people...
### The Lens Paper

whose identities match the dominant culture (e.g., white, cisgendered, heterosexual, native-born, etc.). This assignment encourages you to think about a course topic from a critical lens. You will select a topic that we are learning about this term (e.g., Autism, ADHD, etc.) and locate an empirical or theoretical article that addresses the topic from a diversity or social justice perspective. This could take many forms, such as an examination of distinct risk factors in certain communities (e.g., LGBTQIA2S+ youth; Black youth) for a mental health condition, ways in which polices or practices create barriers to receiving care for a mental health condition in certain communities, or ways in which current approaches to assessment or treatment might be a poor match in certain communities. Other critical perspectives are also welcome. You can run your idea by me if you are unsure. This paper will consist of a statement of the problem (e.g., a summary of how or why current knowledge/practice do not meet the needs of a particular community, and why this is problematic) and your perspective (e.g., ways to improve the status quo). Your paper should be no more than five double-spaced pages. More information will be given in class.

### E. Final Exam 15%

The exam will cover all content from weeks 9 to 12 inclusive, including content from lectures and readings. The exam is closed book and will consist of multiple choice, short answer, and fill-in-the-blank questions.

### SONA (optional) + 2%

See below for explanation of how to participate in SONA.

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Failure to complete one or more of elements A, B, D, E 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. *Students have the responsibility to proactively seek advice when facing unexpected and unavoidable circumstances and conflicting responsibilities interfere with their academic obligations.*
**Course Schedule**
The below schedule should be considered tentative as the pace of the course and content covered each class may vary throughout the semester. The examination dates will remain fixed. All assigned readings are to be completed before the class that they are attached to. Please see Important Dates section for due dates.

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topic</th>
<th>Text Chapters and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Sept 7</td>
<td>Introduction to the Course</td>
<td></td>
</tr>
<tr>
<td>Week 2: Sept 11</td>
<td>Organizing Frameworks</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 2: Sept 14</td>
<td>Theoretical Models of Psychopathology</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 3: Sept 18</td>
<td>Culture and Diagnosis</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week 3: Sept 21</td>
<td>Trauma and Stress-Related Disorders</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 4: Sept 25</td>
<td>Trauma and Stress-Related Disorders</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 4: Sept 28</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Week 5: Oct 2</td>
<td>Midterm #1</td>
<td>Chapters 1,2,4,12</td>
</tr>
<tr>
<td>Week 5: Oct 5</td>
<td>Conduct Problems</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>Thanksgiving: Oct 9</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>Week 6: Oct 12</td>
<td>Autism</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 7: Oct 16</td>
<td>Communication and Learning Disorders</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 7: Oct 19</td>
<td>Attention-Deficit/Hyperactivity Disorder</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 8: Oct 23</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Week 8: Oct 26</td>
<td>Midterm #2</td>
<td>Chapters 6, 7, 8, 9</td>
</tr>
<tr>
<td>Week 9: Oct 30</td>
<td>Anxiety and Obsessive-Compulsive Disorders</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 9: Nov 2</td>
<td>Anxiety and Obsessive-Compulsive Disorders</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 10: Nov 6</td>
<td>Depressive Disorders</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 10: Nov 9</td>
<td>Depressive Disorders</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Reading Break: Nov 13-15</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>Week 11: Nov 20</td>
<td>Eating Disorders</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Week 11: Nov 23</td>
<td>Substance-Use Disorders</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week 12: Nov 27</td>
<td>No Class – Work on Paper</td>
<td></td>
</tr>
<tr>
<td>Week 12: Nov 30</td>
<td>Course Wrap-Up and Review</td>
<td></td>
</tr>
<tr>
<td>Week 13: Dec 4</td>
<td>Final Exam</td>
<td>Chapters 10, 11, 13, 14</td>
</tr>
</tbody>
</table>

**Important Dates**
Fridays at 11:59pm Critical Clinical Reflections Due on Brightspace (10 of 12)
October 2, 2023 @ 1:00pm Midterm #1 in class
October 26, 2023 @ 1:00pm Midterm #2 in class
November 13-15, 2023 Reading Break
November 30, 2023 @ 11:59pm Broadening the Lens Paper
December 4, 2023 @ 10:00am Final exam in class

**SONA Research Participation**
To learn more about psychology research, you may earn 2% extra credit points toward your final grade by participating in research studies conducted in the Department of Psychology. One hour of participation will earn you one SONA credit. Credits are given in 0.5 increments, with one credit
required for a 1% increase in your final grade. Thus, **two hours of participation would earn the full 2% extra credit.** For details, go to the Department of Psychology research participant pool website: https://uvic.sona-systems.com. Please be sure to assign your credits to this course no later than the last day of class, otherwise you will not receive the credit for this course. If you do not wish to participate in research studies, but still wish to have the opportunity to earn an equivalent amount of extra credit, I will provide an alternative written assignment upon your request, to be submitted before the final class.

**Expected Student Conduct**

**Respectful Behaviour** Throughout the course, students and the instructor may choose to share or disclose personal information. It is important for you to consider what and when you share. There is no way to guarantee confidentiality in a large in-person class and as such, please evaluate your self-disclosures carefully. The ability to maintain this stance is necessary to ensure the safety of all individuals. Further, I support an inclusive classroom experience where diversity and individual differences are understood, respected, appreciated, and recognized to be a source of strength. I expect that students, instructors, and teaching assistants will show the utmost respect for individual differences. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. In extending respect, I endeavour to create a positive learning experience by being available to answer questions, discuss materials, and foster your learning experience. I attempt to respond to emails within 3 business days (please resend after this time period).

**Sensitive Content** The university classroom provides an open space for the critical and civil exchange of ideas. Some course content will include topics that some students may find difficult to learn about. Each student is different and as such, I cannot provide a “trigger warning” for all the sensitive topics in this course. Please ensure that you consider the topics to be discussed and determine if you have the emotional capacity and tolerance to engage in this course at the present time. I will not provide alternative assignments or readings as I aim to provide a comprehensive survey of mental health and wellbeing topics in order to meet the learning objectives set out for this course. Resources for support and wellbeing are provided at the end of the syllabus.

**Attendance** It is expected that you will attend all classes. If, due to unforeseen circumstances, you must miss a class, please obtain the missed material from a classmate. I can provide information on specific questions, but a make-up class or class notes will not be provided. Teaching assistants are also able to answer content-related questions.

**Missed Exams/Assignments** You are expected to write the exams and complete assignments on the dates set out in the Course Schedule and during the Final Exam Period. If you miss a deadline/exam for an emergency, due to illness, or accident, please contact me as soon as possible (no later than 10 days after) to schedule a makeup exam or discuss an extension. **For all exam makeup and assignment extensions, you must fill out a Request for In-Course Extension form from the link below or on Brightspace.** Makeup exams and extensions will be granted only in extenuating circumstances. **Travel plans, personal inconveniences (e.g., having more than one assignment due at the same time), and the like will not be accommodated.** Students who miss the **final examination** should make a request for academic concession (see Course Policy Information).

Request for In-Course Extension Form:

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Centre for Accessible Learning The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.
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: sypcoordinator@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.

Counselling Services:
The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors

Health Services:
The Student Wellness Centre also provides a full service primary health clinic for students. https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians

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: https://www.uvic.ca/student-wellness/wellness-resources/mental-health/
Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

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

<table>
<thead>
<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>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>GP Value</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment). The Department reserves the right to use AI detectors.

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 Fall 2023.

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
Students can apply for academic concessions if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**
  If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "In-Course Extension Form" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.

- **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 require additional time to complete course requirements beyond the normal term.**
  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 email 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

**Fall session – first term (September – December)**

Wednesday, September 6th  
First term classes begin for all faculties

Tuesday, September 19th  
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.

Friday, September 22nd  
Last day for adding courses that begin in the first term

Saturday, September 30th  
Last day for paying first term fees without penalty

Monday, October 2nd  
University Closed (National Day for Truth and Reconciliation, September 30th)

Monday, October 9th  
University Closed (Thanksgiving Day)

Tuesday, October 10th  
Last day for 50% reduction of tuition fees for standard courses

Tuesday, October 31st  
Last day for withdrawing from first term courses without penalty of failure

Monday, November 13th  
University Closed (Remembrance Day, Nov 11th)

November 13th - 15th  
Reading Break for all faculties

Monday, December 4th  
Last day of classes in first term for all faculties

Monday, December 4th  
National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)

Thursday, December 7th  
First-term examinations begin for all faculties

Wednesday, December 20th  
First term examinations end for all faculties

December 25th - 31st  
University Closed (Winter Break)

**Add and drop dates for standard 2023-2024 Winter Session courses**

<table>
<thead>
<tr>
<th>Term</th>
<th>Start Date</th>
<th>End Date</th>
<th>100% Fee Reduction</th>
<th>Add Deadline</th>
<th>50% Fee Reduction</th>
<th>Academic Drop no Fee Reduction</th>
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</thead>
<tbody>
<tr>
<td>First term</td>
<td>Sep 6</td>
<td>Dec 4</td>
<td>Sep 19</td>
<td>Sep 22</td>
<td>Oct 10</td>
<td>Oct 31</td>
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<tr>
<td>Second term</td>
<td>Jan 8</td>
<td>Apr 8</td>
<td>Jan 21</td>
<td>Jan 24</td>
<td>Feb 11</td>
<td>Feb 29</td>
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