

PSYCH 491 (A02) FALL 2016 (1.5 UNITS)
ADVANCED SPECIAL TOPICS IN PSYCHOLOGY
Understanding Autism Spectrum Disorders: From Causes to Interventions
September 7, 2016 to December 2, 2016
Mondays and Thursdays 8:30 to 9:50
Room: COR A128

INSTRUCTOR: Dr. Sarah J. Macoun, R.Psych., Assistant Professor, Department of Psychology

OFFICE: COR A196

PHONE: 250-721-7534

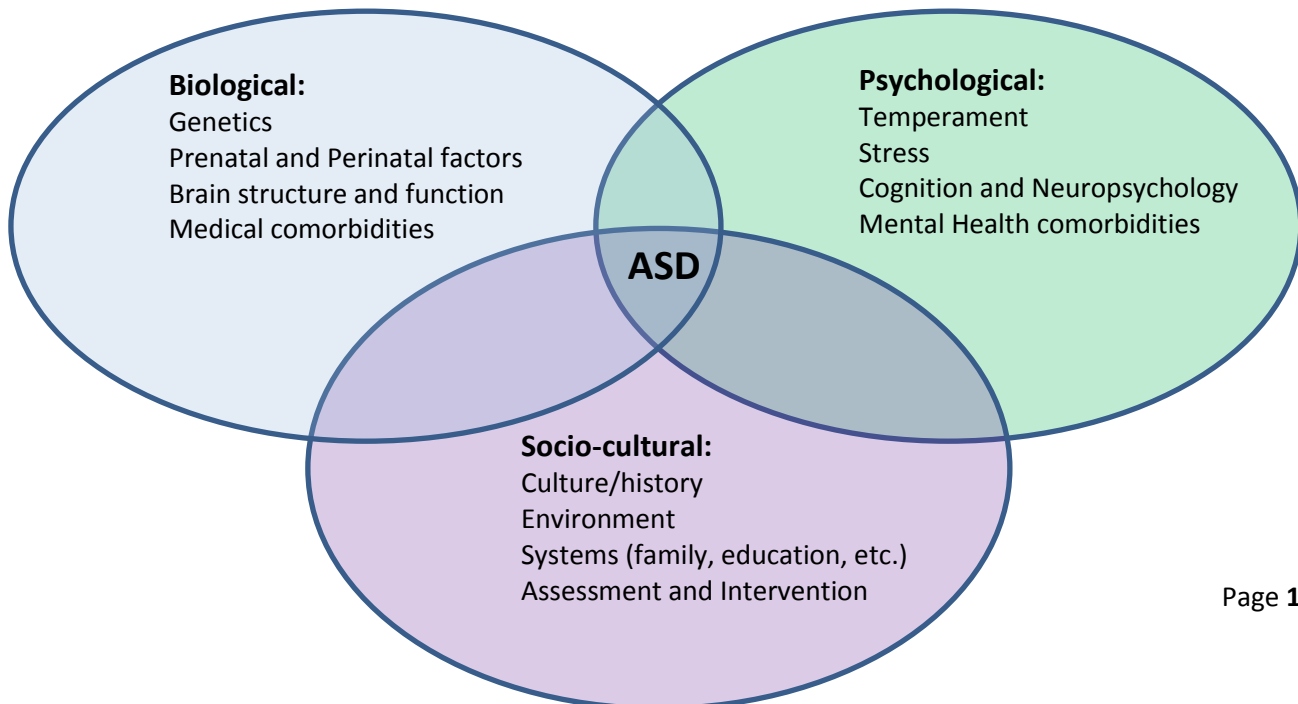
EMAIL: sjmacoun@uvic.ca

OFFICE HOURS: By appointment

Course Spaces Site: <http://coursespaces.uvic.ca/>

Calendar Description

Welcome to Psych 491, Understanding Autism Spectrum Disorders: From Causes to Interventions. Autism Spectrum Disorders (ASDs) are neurodevelopmental disorders, first evident in early childhood and persistent across the lifespan. Within the past two decades there has been an increase in identification of individuals with ASD, awareness and debate around ASD, and research into this complex spectrum disorder. This course will provide students with an introduction to ASD framed within a broad biopsychosocial perspective. We will examine historical understandings of ASD through to contemporary thinking in the field. We will explore key features of ASD and prominent theoretical perspectives regarding its etiology, including risk factors, genetics, and pathophysiology. Further, we will review clinical assessment of ASD and intervention approaches. This course is designed to provide an overview of current research and practice in the field of ASD and should appeal to students who have an interest in child clinical psychology, neurodevelopmental disorders, and developmental psychology/neuropsychology.



By actively participating in this course you will:

1. Become aware of **key historical trends** in identification, treatment and research into ASD and how this has influenced current thinking about this disorder.
2. Be introduced to current research regarding the **etiology of ASD** including the contribution of biological, environmental and psychological/social risk factors.
3. Develop an understanding of how interacting biological, psychological and social-cultural factors contribute to the **clinical presentation (phenotype) of ASD**.
4. Be able to describe the predominant **cognitive theories** of ASD and understand how these theories have influenced research and practice within the field.
5. Be able to describe the **core clinical symptomatology of ASD**, including changes in presentation across the lifespan.
6. Be introduced to common **cognitive and neuropsychological deficits associated with ASD**.
7. Gain familiarity with contemporary approaches for **clinical assessment and diagnosis of ASD**, including current **diagnostic systems**.
8. Develop an awareness of **evidence-based intervention approaches for treatment of ASD** and trends in intervention outcome research.
9. Become familiar with some of the **medical and mental health comorbidities** commonly seen with ASD and how these influence assessment and intervention approaches.
10. Consider factors related to **inclusion** of individuals with ASD within various systems.

READINGS AND RESOURCES

There is *no required text* for this course. Readings and resources specific to individual topic areas will be posted to and/or made available through our Course Spaces site as the course progresses.

Required Reference Format:

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (6th Edition). Washington, DC: Author.

The Owl at Purdue is a good online resource of common APA formatting style:

<http://owl.english.purdue.edu/owl/resource/560/01/>

COURSE ASSIGNMENTS AND EVALUATIONS¹

Assignment	Description	Grade	Due
Journal Entries	This is an individual assignment, completed three times (beginning, middle and end of course) where you will reflect on your background, goals and learning in the course. To receive 5% you must complete <u>all 3</u> journal entries.	5%	Journal Entry 1: (due Sept. 12) Journal Entry 2: (due Oct. 24) Journal Entry 3: (due Dec. 1)
Class Participation	You are expected to be an active participant in class discussions and exercises. I expect you to miss no more than 2 classes per term, unless there are extenuating circumstances (please see me if this is the case)	10%	Ongoing

¹ See Course Spaces site for detailed assignment guidelines

Mid-term Quiz	This quiz will assess important foundational knowledge pertaining to ASD and will consist of short answer and/or multiple choice questions. The quiz will include material up to and including October 20 th .	15%	(Oct. 27)
Collaboration Assignments	There will be 6 collaboration assignments during the term, the best 5 of which will be counted towards your final grade. These group-based activities (group size 3-4) are intended to encourage in-class collaboration on various case-study/application exercises. Each assignment will be posted the evening prior to class. Time will be given to work on these during class. You will submit 1 assignment per group. You will be allowed to submit <u>only 1</u> collaboration assignment independently, in the event that you miss class or you would like to complete one individually for other reasons. If there are extenuating circumstances requiring you to complete more than 1 assignment individually, please see me ahead of time.	25%	Assignment 1: (assigned Sept. 19, due Sept. 21) Assignment 2: (assigned Oct 6, due Oct 8) Assignment 3: (assigned Oct. 17, due Oct. 19) Assignment 4: (assigned Oct. 31, due Nov. 2) Assignment 5: (assigned Nov. 14, due Nov. 16) Assignment 6: (assigned Nov. 21, due Nov. 23)
Warm-up Exercises	You will be asked to complete 'Warm-up Exercises', before a number of lectures. These Warm-up Exercises are based on assigned readings for the class, and may also serve as a catalyst for group discussion. Each warm up exercise will require you to respond to several questions based on your reading(s) for the week, and will be due by noon the day before class via course spaces Dropbox. If you are going to miss class, you are still expected to submit your warm-up exercise by the due date/time, unless otherwise arranged with me beforehand.	10%	See Detailed Schedule, below, for dates
Final Assignment <i>Interview Paper: Spotlight on Inclusion in ASD</i>	This assignment will require you to conduct an interview with an individual of your choosing who supports, works with and/or parents an individual with ASD, or with an individual who has an ASD. Before conducting your interview, you will determine a focus for this interview, which will guide your preparation of interview questions. The general topic of this assignment is on the issue of inclusion, although within this topic there are many possibilities. Following your interview, you will submit your interview transcripts to me and you will write up a 4-5 page interview paper. It is expected that this paper will be creative, original, and insightful. Your paper should include specific details about what the interviewee said and your own ideas and insights, supported by research and/or class material. This is not intended to be an exhaustive literature review on the topic of ASD but rather an integration of material learned in class, some recent research findings, with the perspective of your interviewee and your own insights.	35%: <i>5% interview questions</i> <i>10% interview transcription</i> <i>20% interview paper</i>	Submit interviewee and justification for my approval (due Oct. 6) Submit interview questions for my approval (due Oct. 24) and schedule individual meeting with me (between Oct. 24 and Nov. 7) Submit final paper and interview transcripts (due Dec. 8)

CLASS POLICIES AND EXPECTATIONS
You are expected to:

1. Attend class regularly and punctually. It is expected that you will not miss more than 2 classes in the term, unless there are extenuating circumstances and this has been discussed with me ahead of time.
2. Engage in appropriate, respectful, and professional behaviours, in accordance with an educational environment that respects diversity and individual differences, and the many factors related to diversity.
3. Inform me ahead of time if you require any accommodations due to a disability. The Resource Centre for Students with a Disability can also be a helpful resource for information, services, and supports (<http://rcsd.uvic.ca/>).
4. Complete all required readings.
5. If there is a conflict with assignment/exam times with other courses (i.e., exams or major assignments occurring within the same week or on the same day), please let me know by the second week of semester and I will attempt to resolve the conflict if at all possible.
6. Complete all assignments on time, unless you have discussed with me ahead of time. Assignments submitted late, without my prior approval, will be penalized 2% per day.
7. Should you have any concerns about your progress in the course, with class dynamics, etc. or should you experience extenuating circumstances that interfere with your ability to complete assignments or participate in class, it is your responsibility to inform me as soon as possible so that we can resolve these issues in a timely manner.
8. Complete anonymous course evaluations at the end of the course. Your feedback is critical in helping faculty to revise, enhance, or maintain a course as necessary, to meet your and future students' needs.
9. You must abide by academic regulations as set out in the university calendar. You must observe standards of 'scholarly integrity' especially regarding plagiarism and cheating.

Please be aware, should you choose to drop this course, the last day for 100% reduction in fees is September 20, 2016. The last day for withdrawing from this course, without penalty of failure, is October 31, 2016.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as with all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey provides vital feedback to me regarding the course and my teaching, as well as helps the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

DETAILED SCHEDULE OF TOPICS, READINGS, ASSIGNMENTS²

**Course topics and order are subject to change, although assignment due dates will likely not change*

*** Required readings will be posted on our Course Spaces site*

DATE	TOPIC	Required Readings**	Activities/Assignments
Sept 8	First Class and Introductions Overview		
Sept 12	History of ASD		Journal Entry 1 Due
Sept 15	Diagnostic criteria and developmental trajectories of ASD		Warm-up Exercise

² Note: We will be using Course Spaces for posting links to readings and lecture notes, and for submitting assignments

Sept 19	Clinical Features of ASD Part 1		Collaboration Assignment 1 (due 11:59 pm, Sept 21)
Sept 22	Clinical Features of ASD Part 2		Warm-up Exercise
Sept 26	Etiology of ASD Part 1		
Sept 29	Etiology of ASD/Cognitive Theories		Warm-up Exercise
Oct 3	Cognitive Theories of ASD		Warm-up Exercise
Oct 6	Diagnostic Procedures for ASD		Collaboration Assignment 2 (due 11:59 pm Oct. 8) Due date for informing me of your interviewee for the final assignment
Oct 10			
Oct 13	Clinical Assessment of ASD Part 1		Warm-up Exercise
Oct 17	Clinical Assessment of ASD Part 2		Collaboration Assignment 3 (due 11:59 pm Oct. 19)
Oct 20	Clinical Assessment of ASD Part 3		Warm-up Exercise
Oct 24	Neuropsychology of ASD Part 1		Journal Entry 2 Due Due date for submitting final assignment interview questions to me. <i>Also, please set up an individual meeting with me between Oct. 24 and Nov. 7</i>
Oct 27	Mid-term (includes material up to and including October 20, 2016)		Mid-term
Oct 31	Neuropsychology of ASD Part 2 and Medical Comorbidities		Collaboration Assignment 4 (due midnight Nov. 2)
Nov 3	ASD and mental health		Warm-up Exercise
Nov 7	ASD and mental health		Warm-up Exercise <i>Final date for office appointments to discuss interview questions</i>
Nov 10	No class, Reading Break (Nov 9-11)		
Nov 14	ASD and Inclusion: schools		Collaboration Assignment 5 (due midnight Nov. 16)
Nov 17	ASD and Inclusion: communities		Warm-up Exercise

Nov 21	Interventions/supports for ASD Part 1		Collaboration Assignment 6 (due Nov. 23)
Nov 24	Interventions/supports for ASD Part 2		
Nov 28	Interventions/supports for ASD Part 3		Warm-up Exercise
Dec 1	Course wrap-up		Journal Entry 3 Due
			Final Assignment Due (Dec. 8)

ASSIGNMENT GRADING CRITERIA

Journal Entries (5%)

You will complete 3 on-line journal entries during this course describing your experience with ASD, comfort with the learning outcomes of this course, and to help you set individual goals. Individuals who complete all three journal entries will receive 5% towards their total grade and those who fail to complete all 3 journals will not (part marks will not be given).

Class Participation (10%)

You are expected to be an active participant in class discussions and exercises. I expect you to miss no more than 2 classes per term, unless there are extenuating circumstances (please see me if this is the case).

Grading criteria for class participation

Grade /10	Descriptor	Criteria
9-10	Excellent	Attends all or almost all classes. Contributions reflect excellent preparation and consideration of assigned materials. Ideas offered are substantive and with excellent insights. Demonstrates excellent preparation (e.g., readings, course material, discussions, reflection of experiences, etc.). Consistently contributes in a very significant way to class discussions.
7-8	Very Good	Attends all or almost all classes. Contributions reflect very good preparation and consideration of assigned materials. Ideas offered are substantive and provide good insights. Demonstrates very good preparation (e.g., readings, course material, discussions, reflection of experiences, etc.). Consistently contributes to class discussions.
5-6	Satisfactory	Attends most classes. Contributions reflect satisfactory preparation and consideration of assigned materials. Ideas offered provide some insights. Demonstrates adequate preparation (e.g., readings, course material, discussions, reflection of experiences, etc.). Some contribution to class discussions.
2-4	Unsatisfactory	Misses several classes. Contributions reflect inadequate preparation. Ideas offered are not substantive and do not contribute significantly to the discussion. Minimal contribution to class discussions.
<2	Poor or non-participant	Contributes very little or nothing at all even when asked. Not present or does not participate. Misses a large number of classes.

Collaboration Assignments (25%)

There will be a total of 6 collaboration assignments interspersed throughout the term, the best 5 of which will be counted towards your final grade. These group-based activities (group size 3-4) are intended to encourage in-class collaboration on various case-study and application exercises. Each assignment will be posted the evening prior to class. Time will be given to work on these assignments during class. You will submit one assignment per group within 48 hours of class finishing (via Course Spaces Dropbox and in word (.doc, .docx or .rtf formats only). For each assignment please rotate group membership by at least 1 group member, so that you are not always working with the same individuals. Please also rotate the responsibility for submitting the assignments, such that the same person is not always responsible for submitting the document.

Note: Although these assignments are intended to facilitate group collaboration, you are permitted to submit only ONE collaboration assignment independently, in the event that you miss class or you would like to complete one individually for other reasons. If there are extenuating circumstances requiring you to complete more than one collaboration assignment individually, please see me ahead of time.

Grading criteria for collaboration assignments will be based on the following:

Grade .../10	Descriptor	Criteria
9-10	Excellent	Comprehensive and insightful and shows in depth understanding of readings/topics discussed in class, including synthesis and analysis of information and integration of different perspectives.
7-8	Very Good	Reasonably comprehensive and shows good understanding of readings/topics discussed in class, including synthesis and analysis of information. Integrates different perspectives.
5-6	Satisfactory	Accurate and shows adequate understanding of readings/topics discussed in class, but lacks clear synthesis or analysis of information.
2-4	Unsatisfactory	Inaccuracies and demonstrates some fundamental misunderstandings of information discussed in class. Lacks synthesis and analysis of information.
<2	Poor or Incomplete	Unsatisfactory effort with significant misunderstanding of information presented in class/readings. Assignment not completed.

Warm up exercises (1% per warm-up exercise submitted, for a total of 10%)

You will be asked to complete warm up exercises before a number of lectures. These warm up exercises are based on assigned readings for the class, and may also serve as a catalyst for group discussion and clarification of course material. Each warm up exercise will require you to respond to several questions based on your readings. Warm up exercises will be due by noon the day before class and are to be submitted via Course Spaces Dropbox. Even if you are going to miss class, you are still expected to submit your warm up exercise by the due date/time, unless otherwise arranged with me beforehand. Each warm-up exercise will be given full marks if your responses indicate that you have completed the assigned reading(s) and have made a reasonable attempt to answer the questions (i.e., you will not lose marks for answering questions incorrectly).

Mid-Term (15%)

You will complete one mid-term quiz, which will be comprised of multiple choice and/or short answer questions taken from readings, class discussions, warm-up exercises, collaboration exercises, and/or lecture material. The midterm will cover course content and readings up to and including October 20 (material/readings from our October 24 class will not be on the midterm).

Final Assignment (35%)

The purpose of this assignment is to give you the opportunity to engage with individuals who are invested in ASD. In Step 1 of this assignment you will choose a focus for your interview (the broad focus of this interview is issues associated with inclusion of individuals with ASD, but specific questions and your focus will vary depending on the particular individual you are interviewing). You will then select an interviewee (e.g., individual with ASD, parent of individual with ASD, professional who works with individuals with ASD such as physician, teacher, educational assistant, interventionist, SLP, OT, etc.) and submit your interview questions to me for review. For Step 2, after my approval and after obtaining the appropriate consents, you will conduct an interview with this individual. Finally, in Step 3 of the assignment you will write up the results of your interview in the form of a paper. Specific assignment details and consent forms will be posted to our Course Spaces site.

This assignment will require the following:

Step 1: Informing me of who you have chosen to interview, justification for why you would like to interview this person (i.e., how this interviewee will inform the focus of your paper and what you want to learn) and interview questions (5%)

***Note: you must have submitted your proposed interviewee, your justification for why you want to interview this person, and your interview questions to me, AND have received approval from me, before proceeding with the interview. You must also submit a signed consent form to me (consent forms will be provided on our Course Spaces site). Students who proceed without all of these steps will have their assignment returned, ungraded, and will receive 0% on the final assignment.**

Grading for interview questions:

Grade .../5	Descriptor	Criteria
5	Excellent	The questions selected provide an excellent range of response options (open ended and closed ended questions), are clearly worded and highly relevant for the particular interviewee. Questions are organized and have a logical flow. Questions provide good coverage (breadth of topic), are sufficiently detailed/specific, and are relevant to the general topic of inclusion in ASD and the specific focus of the interview paper.
4	Very Good	The questions selected provide a good range of response options (some open ended and closed ended questions), are clearly worded and generally relevant for the particular interviewee. Questions are organized and have a logical flow. Questions provide reasonable coverage (breadth of topic), reasonable detail/specificity. Questions are generally relevant to the general topic of inclusion in ASD and the specific focus of the interview paper.
3	Satisfactory	The questions selected provide some range of response possibility, but may be more heavily weighted on the open or closed dimension. Questions lack some clarity and logical flow. Questions don't provide full coverage of the topic and/or may not be sufficiently detailed. Questions have loose relevance to the topic of inclusion in ASD and the specific focus of the interview paper.
2	Unsatisfactory	Questions are limited in terms of response range (either all open or all closed ended). Questions lack clarity and relevance to the interviewee and the order/flow of questions is not logical. Questions do not provide

		adequate coverage and/or detail/specificity. Questions are not directly related to the topic of inclusion in ASD or the focus of the interview paper.
<2	Poor or Incomplete	Unsatisfactory effort with limited generation of questions. Assignment not completed.

Step 2: Conducting your interview and submitting your transcriptions of the interview (10%)

Grading for interview transcriptions:

Grade.../10	Descriptor	Criteria
9-10	Excellent	Outstanding write-up of interview notes. Notes are exceptionally organized and clear. Notes flow logically and provide excellent detail. Specific behavioural observations are incorporated into interview notes.
7-8	Very Good	Very good write-up of interview notes. Notes are organized, understandable, and clear. Notes flow logically and have details, although less than that required for a 9-10. Some behavioural observations are incorporated into interview notes.
5-6	Satisfactory	Satisfactory write-up of interview results. Note are not as well organized as that required for a 7-8 and don't show the same level of detail or clarity, although there is a logical flow. Observation notes are cursory or missing.
2-4	Unsatisfactory	Some attempt has been made to describe and summarize interview data, but notes lack clarity, detail, and logical flow. No behavioural observations.
<2	Poor or incomplete	Limited or no attempt to summarize interview notes or notes not handed in.

Step 3: Writing up your interview in the form of an Interview Paper (20%)

- A. Paper structure/clarity (25% of written paper grade): Organization & Clarity of Writing (logical flow in paper, writing is clear, ease of understanding) and Technical Considerations (APA formatting and citations, spelling, grammar, punctuation, appropriate acronym use)

Grading for paper structure/clarity

Grade.../5	Descriptor	Criteria
5	Excellent	Near technically perfect paper with almost no (1 to 2) errors that do not impact paper intelligibility or credibility. Paper is well organized, flows logically and is clearly written. Writing is concise yet sufficiently detailed. Very few to no corrections required.
4	Very Good	Strong paper with few technical errors (3-4) errors that do not impact intelligibility or credibility. Paper is reasonably well organized and structured, has logical flow and is reasonably clear, although less so than

		that required for a 5. Writing has some detail but may lack important details or may not be sufficiently concise. A few (minor) corrections required.
3	Satisfactory	Several technical errors (5-6) that somewhat affect paper intelligibility and/or credibility. Paper has some problems with organization, structure, and logical flow. Paper is not written clearly although it is intelligible. Writing lacks detail and/ or may not be concise.
2	Unsatisfactory	Many technical errors that (7+) that affect paper intelligibility and/or credibility. Paper is poorly organized/structured and does not flow logically. Paper is not clear, affecting intelligibility. Writing is vague and lacks detail.
<2	Poor or Incomplete	Multiple errors significantly affecting paper flow, intelligibility and/or credibility. Very poorly written or incomplete.

B. Paper content and analysis (75% of written paper grade): Relevance of content to main paper questions/focus, integration of interview data, insights/analysis and synthesis of information

Grading for paper content/analysis

Grade .../10	Descriptor	Criteria
9-10	Excellent	Exceptionally comprehensive, clear and organized with little need for improvement. Insightful with excellent integration of interview data with paper thesis/focus and other sources of data/information. Clearly presents perspective of interviewee and presents insights on how this experience influenced own thinking. Evidence of analysis and synthesis of information. Exceeds expectations.
7-8	Very Good	Reasonably comprehensive, clear and organized with room for minor improvements. Integrates interview information somewhat with paper thesis/focus and other sources of data. Perspective of interviewee is present but may not be fully developed. Some development of personal insights and some analysis/synthesis of information, but less than that required for a 9 or 10. Around or slightly above expectations.
5-6	Satisfactory	Adequate but room for improvement. Reasonably comprehensive and accurate but lacks clear integration of interview data with paper thesis/focus and other sources of data, lacks clear synthesis/analysis and presents only limited personal insights. Interviewee perspective may be present only minimally. Just meeting expectations.
2-4	Poor	Poor with need for significant improvement. Lacks depth and comprehensiveness. Does not adequately integrate interview data with main thesis/focus of paper. Interviewee perspective is not clear or present and links are not made to own insights. Does not analyze/synthesize information. Below expectations.
<2	Very Poor	Very poor, unsatisfactory effort, preparation, or performance. Significant need for improvements. Well below expectations.

Undergraduate Grading Scale			
Passing Grades	Grade Point Value	Percentage*	Description
A+ A A-	9 8 7	90-100 85-89 80-84	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
B+ B B-	6 5 4	77-79 73-76 70-72	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
C+ C	3 2	65-69 60-64	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	Continuing . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	Incomplete . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 35.

INP	N/A	N/A	In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	Co-op Interrupted Course. See "General Regulations: Undergraduate Co-op", page 46.
Grade Note			Note
AEG	N/A	N/A	Aegrotat. Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

***The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.**

The University of Victoria Grading Scale will be followed for this course:

UNIVERSITY OF VICTORIA**Department of Psychology****Important Course Policy Information**
Winter 2016-2017***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 pages 383-386 of the UVic Calendar 2016-17.

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.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, 2016-17, p. 59-60)

- ***What to do if you miss an exam other than one scheduled during the formal examination period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you miss an exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. 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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***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 formal examination period. 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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

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 (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>), p. 55-58, UVic Calendar 2016-17). 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. **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.
3. **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.
4. **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.
5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

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 (on p. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

Other useful resources on Plagiarism and Cheating include:

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>