

Behavioral Interventions: Children and Adults

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Course Website: Accessible through BrightSpace < <https://bright.uvic.ca/d2l/home/156047> >

Scheduled Day, Time (Room): Tues, 2:30-4:20pm (Turpin A104); Fri, 2:30-3:20pm (Turpin A102)

Teaching Assistant: Heba Elgharbawy < hebael@uvic.ca >

Course Content

This is a course in applied behavior analysis—behavior modification, as it is more generally known. The objective is to provide you with an appreciation and basic working knowledge of the techniques, issues, and research designs involved in applying the principles of operant and respondent conditioning to the behavior of children and adults. PSYC 338 will neither train nor certify you to be a full-fledged behavior analyst; this would require far more experience and supervision than is possible in a course of this kind. It should, however, provide you with a set of rudimentary skills to assess how environmental events can impact the behavior of yourself and others for the worse and for the better. And while you would not be qualified to apply the principles of behavior analysis to others, you could practice them on yourself to achieve self-improvement through self-control.

Course Materials

- (1) Martin, G., & Pear, G. (2019). *Behavior modification: What it is and how to do it*. (11th ed). New York: Routledge. [purchase hardcopy; or [rent eTextbook version](#)]
- (2) *Study Guide* (available at course website)
- (3) *Class Exercises* (available at course website)
- (4) Narrated PowerPoint presentations (available at course website)
- (5) Skeletal PowerPoint slides (available at course website)
- (6) *THINK FAST* computer program (optional; available at course website)

Course Overview

This course is divided into 10 units and one bonus unit, each comprised of certain chapters from the Martin and Pear textbook. Generally, by a certain date and time (our assigned class period), you should have completed the assigned chapter readings and have viewed the corresponding PowerPoint presentations. The presentations are narrated videos, functioning like lectures. Skeletal PowerPoint slides are provided to help you with your notetaking while viewing the presentations. Sometimes, by midnight of that same day, you should also have completed the corresponding Unit Quiz, presumably after doing the readings, watching the presentations, taking notes, and studying that material.

Brightspace limits how I can structure the course online. **It is very important to always be looking ahead.** Note the wording in the paragraph above: “completed by.” Typically, there will not be enough time to do everything during a class period for which an agenda is listed, so you will need to do a fair bit of the work (ideally all of it) BEFORE that class. Textbooks on how to do well in university recommend putting in two hours outside of class for every hour in class. So, if you were to follow this rule, that would entail another six hours per week devoted to this course, on top of the three hours per week of designated class time. Those additional hours factor into the agenda (workload) for any class.

A test is scheduled after every two units, so there are five tests in total. Unlike the Unit Quizzes, which can be written at any time prior to their due dates, you must write the tests during our designated class period. Feedback will be provided on the Chapter Quizzes (as well as on almost all other course components), but NOT on the tests themselves. An exam will be scheduled during the exam period.

Should you have questions throughout the semester, begin by posting them at the Q&A forum, to be answered by your peers (and if not by them, then publicly by me). Do not reflexively email your questions directly to me; there are just too many students for me to correspond efficiently and effectively in this manner. (Last semester, many days I was receiving dozens of student emails, and it bordered on unmanageable.) Should you ever need to talk to me about a pressing concern, take advantage of my office hours and/or schedule an appointment. Interacting with your peers is strongly encouraged in this course and posting (and answering) questions at the Q&A forum is a great way to do so; not only will it be a more efficient means of getting your questions answered, but ALL students in the class can potentially benefit by seeing those answers; cherry on top, participating in the forum can earn you bonus points. For concerns related to the grading of your quizzes and tests, email your TA (Heba) directly, as it is she who will be marking that work. Should you ever directly email me or the TA, your email must be respectful (e.g., Dear Dr. Polson...); you will then receive a respectful email in reply.

Course Components

Study Guide. The *Study Guide* contains several sections for each unit. First, under the “Additional Information” section, you are presented with expanded discussions of some of the course concepts. Wherever there is a discrepancy from the textbook, the *Study Guide* should be given precedence. The second section, “Additional Study Questions,” concerns the study questions embedded in the textbook chapters. For testing purposes, unless otherwise informed in this section, you are responsible for knowing all the material addressed by those study questions (including those in the *Notes for Further Learning* sections). You are also responsible for knowing material addressed by any extra study questions included in this section. The third section, called “Additional Reading,” is self-explanatory. The last two sections provide chapter-related resources, including links to various videos and webpages.

Narrated PowerPoint Presentations. In these presentations, available at the course website, I highlight what I believe to be the most relevant material in the textbook chapters, sometimes adding material of my own. There are the two major advantages to pre-recorded narrated PowerPoint presentations over lectures (live or online): (1) you can pause and rewind the video if something doesn’t make sense the first time and (2) you can watch the video whenever and how many times you want. Skeletal PowerPoint slides are also available at the course website. I recommend printing them

and writing your notes on the printed pages while viewing the presentations (or doing so electronically by opening the documents in PowerPoint and typing your notes directly into them).

Note that there are no scheduled Zoom sessions. The narrated PowerPoint presentations function in place of lectures, to be watched wherever and whenever you like.

- **Should the mode of instruction switch from online to face-to-face starting January 24, as currently planned, then face-to-face lectures may be scheduled during our assigned class hours. While the jury is still out, attending these lectures will probably be “optional” in the sense that they will not cover anything beyond what is already covered in the narrated PowerPoint presentations. However, I do reserve the right to schedule mandatory events during our assigned class hours that may require your attendance, depending on how things progress. So, keep our assigned class hours free each week just in case. Of course, should that happen, you will be given ample advanced notification.**

Unit Quizzes. There is an online quiz for each unit we will cover in the course. A Unit Quiz is based on the required activities for that unit (i.e., reading assigned textbook chapters and viewing the corresponding PowerPoint presentations). Each Unit Quiz consists of about 20 items, a combination of multiple choice and true-false formats. While there are 10 Unit Quizzes, only your best 8 scores will count; in other words, your two lowest Unit Quiz scores will be dropped. This course component counts **120 points** toward your final grade, with the 8 scores that count weighted equally. There is also an optional quiz for Unit 11 that counts for bonus points.

It will not suffice to read the textbook chapters only or to view the corresponding PowerPoint presentations only. Given that both are required activities for a given unit, the expectation is that you do both and study material from both. For each Unit Quiz (and for each test), unless otherwise noted, you are expected to know all pertinent material covered in the textbook chapters even if some of that material is not also covered in the corresponding PowerPoint presentations. And, you are expected to know all pertinent material covered in the PowerPoint presentations even if some of that material is not also covered in the corresponding textbook chapters.

Most students should be able to complete a 20-item Unit Quiz in 20 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, I can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read the textbook chapters and view the PowerPoint presentations for the very first time while writing the quiz); in that case, even two hours would not be enough time to do well. The duration of each Unit Quiz is set at 40 minutes (assuming 20 items) to accommodate ALL students, including those registered with CAL.

An hour after a Unit Quiz deadline passes, the answers to the quiz items will be posted. That feedback might help you to prepare for the upcoming test. Because the answers become available to everyone then, under no circumstances can a quiz be written after its deadline.

- **If you miss a Unit Quiz for whatever reason (including health reasons), it will count as one of the two (of the 10) quiz scores that you will be dropping.**

Video Quizzes. You will watch three videos at certain points in the course. There is a Video Quiz to accompany each one of these videos. Each Video Quiz consists of a series of statements that you are to categorize as true or false as you view the video. So, on your computer display, in one window you would be watching the video; in another window you would be answering the online quiz items. The three Video Quizzes count **30 points** toward your final grade, each one weighted equally.

Unit Exercises. Most units are accompanied by an online multi-part exercise focusing on a particular behavioral procedure. Each part starts with an analysis and/or evaluation of a sample vignette. This is a model for how you should analyze and/or evaluate the remaining vignettes in that part. To ensure your analyses and evaluations are complete, you should follow the prescribed methods in the sample answers as closely as possible.

What you are asked to do in the unit exercises is exactly what you will be asked to do on the exam (and perhaps on some tests as well). The vignettes will be different, but the questions will be the same. You are encouraged to share and discuss your answers to the exercise items with your peers in the online Q & A forum. For some exercise items, I will review the answers in narrated PowerPoint presentations.

Tests. There are five tests, one for every two units, written online during our scheduled class time on some Fridays. Tests will consist of a combination of multiple-choice and open-ended items. Generally, tests will be more challenging than the Unit Quizzes. While there are five tests, only your best 4 test scores will count; in other words, your lowest test score will be dropped. Overall, this component counts **600 points** toward your final grade, with each test weighted equally.

- **Currently, as planned, all tests will be written online outside of class, wherever you like. However, each test will be available to write only during our assigned class time on the day on which it is scheduled. Before writing each test, you will be asked to agree to an Academic Integrity Pledge.**
- **Should the mode of instruction switch from online to face-to-face starting January 24, as currently planned, then I reserve the right to require students to write the tests in class, depending on how things progress. So, again, keep our assigned class hours free each week, just in case.**

Unlike the Unit Quizzes, on which feedback will be provided, feedback will NOT be provided on the tests. After writing a test, you will have no further access to the test items. The tests are for assessment purposes only. Upon request, though, the TA, who graded your test, would be willing to provide you with some general feedback (e.g., perhaps your answers to the open-ended items were too vague, perhaps you completely misunderstood a certain concept, etc.), as well as to checking the scoring of your test if you think it might have been marked incorrectly or that there might be some other problem.

- **If you miss a test for whatever reason (i.e., regardless of the extenuating circumstance), it will count as the one test score that you will be dropping.**

Exam. The exam is based on the class exercises, focusing on the analysis and evaluation of behavioral applications. The format of exam items will be practically identical to the format of the exercise items; the vignettes will differ. The exam counts **250 points** toward your final grade. The feedback policy

described above for the tests also applies for the exam. More details will be provided about the exam later in the semester.

Bonus

Q & A Forum. Interacting with your peers in this course is strongly encouraged, but it is not required. There is a Q & A forum at the course website set up for this purpose. If you make a valuable contribution to this forum, you will earn 4 bonus points. That might entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can earn **up to 20 bonus points** this way. You will earn credit for only one valuable contribution per week (even if you make more than one that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration. To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

Bonus Unit Quiz. UNIT 11 consists of optional readings for three of the later chapters in the textbook, and there is an optional bonus Unit Quiz based on those readings. You can earn up to **15 bonus points**, based on your score on this quiz.

Optional

THINK FAST. In order to think critically within the field of behavior analysis, you need to be fluent with the basic facts and concepts. *THINK FAST* is a computerized flashcard program designed to help you in this regard. It includes 11 decks of cards, one deck per unit. Deck size varies from about 10 to 30 cards. In *THINK FAST*, after you select a deck, a session begins: the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible. While there are several response options for learning the cards, I recommend working in the Type Keyword mode. In this mode, flashcards are presented that are missing either the answer or a keyword or phrase, and you are required to type in the missing word(s). For more detailed information about *THINK FAST*, see the document called "Using *THINK FAST*," available at the course website.

Research indicates that, relative to students who are traditionally taught, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with *THINK FAST* will likely have positive benefits for you beyond merely memorizing the definitions.

Evaluation

Unit Quizzes (best 8 of 10)	120
Video Quizzes (3)	30
Tests (best 4 of 5)	600
Exam	250
TOTAL	1000
Bonus up to...	35

Notes

- The answers to the quiz items will be revealed (to help you prepare for the tests), but the answers to the test items will NOT be revealed. The tests are for assessment purposes only.
- Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is 89.5–89.9, the grade will be rounded to 90. The rounding criteria will only be used on the final assignment of the letter grade.
- Assignments are due, and tests must be taken, on the date indicated in the Class Schedule. Except in cases meeting the criteria for an academic concession (see below), there will be zero credit and no make-up for any assignments or quizzes not turned in on time. Travel plans will not be accepted as an excuse.
- Students who do not complete requirements on schedule due to extenuating circumstances (i.e., personal illness, accident, family affliction, official university activities) must contact me immediately upon their return to discuss the situation.
- **Note that for both the Unit Quizzes and the tests, should you miss one of these for whatever reasons (i.e., regardless of the extenuating circumstance), it will count as one of your scores for that component that will be dropped (thus not affecting your final grade).**

CLASS SCHEDULE

Jan 11 (T)	UNIT 1: Introduction; Dealing with Data <ul style="list-style-type: none"> • Read Course Outline • View Course Outline presentation • Read Chapter 1 • View PowerPoint presentation for Chapter 1
Jan 14 (F)	UNIT 1: continued <ul style="list-style-type: none"> • Read Chapter 3 • View PowerPoint presentation for Chapter 3
Jan 18 (T)	UNIT 1: continued <ul style="list-style-type: none"> • Read Chapter 4 • View PowerPoint presentation for Chapter 4 ➤ Write Unit 1 Quiz (due by midnight)
Jan 21 (F)	UNIT 2: Reinforcement; Extinction <ul style="list-style-type: none"> • Read Chapter 6 • View PowerPoint presentation for Chapter 6
Jan 25 (T)	UNIT 2: continued <ul style="list-style-type: none"> • Read Chapter 8 • View PowerPoint presentation for Chapter 8 • Complete Unit 2 Exercise ➤ Write Unit 2 Quiz (due by midnight)
Jan 28 (F)	★ Write Test 1 (covers Chapters 1, 3, 4, 6, 8) <ul style="list-style-type: none"> ○ only available between 2:30-3:30pm
Feb 1 (T)	UNIT 3: Aversive Control <ul style="list-style-type: none"> • Read Chapters 15, 16 • View PowerPoint presentations for Chapters 15, 16 • Complete Unit 3 Exercise ➤ Write Unit 3 Quiz (due by midnight)
Feb 4 (F)	UNIT 4: Reinforcement Schedules (Chapters 10, 14) <ul style="list-style-type: none"> • Read Chapter 10 • View PowerPoint presentation for Chapter 10

Feb 8 (T)	<p>UNIT 4: continued</p> <ul style="list-style-type: none"> • Read Chapter 14 • View PowerPoint presentation for Chapter 14 • Complete Unit 4 Exercise <p>➤ Write Unit 4 Quiz (due by midnight)</p>
Feb 11 (F)	<p>★ Write Test 2 (covers Chapters 15, 16, 10, 14)</p> <ul style="list-style-type: none"> ○ only available between 2:30-3:30pm
Feb 15 (T)	<p>UNIT 5: Stimulus Discrimination</p> <ul style="list-style-type: none"> • Read Chapter 11 • View PowerPoint presentation for Chapter 11 • Complete Unit 5 Exercise <p>➤ Write Unit 5 Quiz (due by midnight)</p>
Feb 18 (F)	<p>UNIT 6: Shaping; Fading</p> <ul style="list-style-type: none"> • Read Chapter 9 • View PowerPoint presentation for Chapter 9
Feb 21-25	READING BREAK
Mar 1 (T)	<p>UNIT 6: continued</p> <ul style="list-style-type: none"> • Read Chapter 12 • View PowerPoint presentation for Chapter 12 • Complete Unit 6 Exercise <p>➤ Write Unit 6 Quiz (due by midnight)</p>
Mar 4 (F)	<p>★ Write Test 3 (covers Chapters 11, 9, 12)</p> <ul style="list-style-type: none"> ○ only available between 2:30-3:30pm
Mar 8 (T)	<p>UNIT 7: Conditioned Reinforcement; Chaining</p> <ul style="list-style-type: none"> • Read Chapter 7 • View PowerPoint presentation for Chapter 7 <p>➤ Write Harry Video Quiz (due by midnight)</p>
Mar 11 (F)	<p>UNIT 7: continued</p> <ul style="list-style-type: none"> • Read Chapter 13 • View PowerPoint presentation for Chapter 13 • Complete Unit 7 Exercise <p>➤ Write Unit 7 Quiz (due by midnight)</p>

Mar 15 (T)	<p>UNIT 8: Generality</p> <ul style="list-style-type: none"> • Read Chapter 18 • View PowerPoint presentation for Chapter 18 • Complete Unit 8 Exercise ➤ Write Unit 8 Quiz (due by midnight)
Mar 18 (F)	<p>★ Write Test 4 (covers Chapters 7, 13, 18)</p> <ul style="list-style-type: none"> ○ only available between 2:30-3:30pm
Mar 22 (T)	<p>UNIT 9: Respondent Conditioning; (Chapters 5, 17)</p> <ul style="list-style-type: none"> • Read Chapters 5, 17 • View PowerPoint presentation for Chapters 5, 17 • Complete Unit 9 Exercise ➤ Write Unit 9 Quiz (due by midnight)
Mar 25 (F)	<ul style="list-style-type: none"> ➤ Write Skinner Video Quiz (due by midnight) ➤ Write Lovaas Video Quiz (due by midnight)
Mar 29 (T)	<p>UNIT 10: Capitalizing on Stimulus Control (Chapters 19, 20)</p> <ul style="list-style-type: none"> • Read Chapters 19, 20 • View PowerPoint presentation for Chapters 19, 20
Apr 1 (F)	<p>UNIT 10: continued</p> <ul style="list-style-type: none"> • Complete Unit 10 Exercise (optional) ➤ Write Unit 10 Quiz (due by midnight)
Apr 5 (T)	<p>★ Write Test 5 (covers Chapters 5, 17, 19, 20)</p> <ul style="list-style-type: none"> ○ only available between 2:30-3:30pm
Apr 10 (Sun)	<p>UNIT 11: Combining It All; Self-Control; Ethical Issues (Chapters 23, 25, 29)</p> <ul style="list-style-type: none"> • Read Chapters 23, 25, 29 ➤ Write Unit 11 Bonus Quiz (due by midnight)
TBA	<p>★ FINAL EXAM</p>

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/

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2022

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 January 2022.

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

- ***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.

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 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 submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***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 (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>

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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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 2021.

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/tips/plagiarism/>
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 <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf