



# Psychology 431i A01



## Psychology and Law

Spring (Jan-Apr) 2022

*\*Please note: Although an unlikely event, I reserve the right to modify this course outline. Any changes will be announced to you in advance (both in class and posted on Brightspace).*

©Dr. Jessica Rourke

## Psyc 431i A01 – Psychology and Law

Spring (Jan – Apr) 2022

M,Th 10:00am – 11:30am

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## MEET YOUR INSTRUCTOR

**Instructor:** Dr. Jessica Rourke

My degrees are in Social-Personality Psychology. In addition to teaching at UVic, I teach on-line at TRU and work at Restorative Justice Victoria.

**Contact:** [jrourke@uvic.ca](mailto:jrourke@uvic.ca)

**Office hours (COR A277):** M 12:00pm – 1:00pm



### Contacting Dr. Rourke:

- Please come to my office hours, or contact me at: [jrourke@uvic.ca](mailto:jrourke@uvic.ca)
- Do not message me through Brightspace
- ***Please include “Psyc 431i” in the subject line of your e-mail*** and make sure you put your name and student number at the end of your message
- Please allow 2 business days for a reply. If I have not replied within that time frame, re-send your message and let me know it is the second time you are sending it
- Please do not contact me to find out when assignments or exams will be graded. As soon as the grades are ready, they will be posted
- You do not have to make an appointment to see me during my office hours, however, priority will be given to those students who have booked an appointment

### Course Description

In this course, we will explore the role that psychology plays in our criminal justice system. Specifically, we’ll seek to understand how psychologists and psychological theory/research contribute to aspects of criminal investigations and courtroom dynamics.

During this course, we will cover a wide array of topics including:

- |                        |                       |
|------------------------|-----------------------|
| - police practices     | - false confessions   |
| - lie detection        | - restorative justice |
| - jury decision-making | - Gladue reports      |

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### Course Delivery

This a 4th year seminar class which means you are expected to contribute to the learning of your peers. In hopes of creating a collaborative learning environment, I have tried to optimize opportunities for you to learn from each other (class leaders, in-class group activities).

Because this is a 4th year class, although I will do some lecturing, a large portion of it will be discussion-based, and you are expected to contribute to the learning of your peers. I highly encourage you to bring additional readings, knowledge, and insights from personal experiences into the course.

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## Learning Outcomes

My goals are that by the end of this course you will be able to:

- Explain the ways in which psychology intersects with law at all points of our criminal justice system
- Critically examine our criminal justice system, with a specific focus on biases that exist within this system
- Identify alternatives to our current, mainstream approach to justice-seeking
- Identify ways in which knowledge from psychology may help to improve our criminal justice system

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## Course Readings

There is no textbook for this course. Instead, you will be reading selected articles, all of which are available online through the library or a website for which I have provided the URL. You will see the set of readings assigned to be completed *prior to class* each week in the tentative course schedule on p. 6 – 8.

## Course Website

On Brightspace I will post:

- the course syllabus
- information about assignments
- information necessary for in-class activities
- relevant announcements (e.g., grades)

Please make sure you regularly check whichever email you've got linked to Brightspace (I highly recommend you link your UVic email...it will be the most secure) because any announcements posted to Brightspace will be sent to that email.

Brightspace is where you will submit your assignments. There will also be some informal discussion forums so you can connect with your classmates (e.g., to form a study group).

**\*\*If anything on our website (including documents) presents any accessibility issues, please let me know and I can send you the information in plain format.**

## Grades

If you are disappointed with a grade, it is your responsibility to arrange to meet with me to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded.

*I will not review a grade/assignment if you contact me later than 5 days after the grade was first posted.*

In determining your final letter grade in the course, anything .5 and above will be rounded up to the next percentage score; anything .4 and below will be rounded down to the previous percentage score. For example, 74.4% will be rounded to 74%, whereas 74.5% will be rounded to 75%. Letter grades and corresponding percentages are as follows:

<b>A+</b>	<b>90 – 100</b>	<b>B+</b>	<b>77 – 79</b>	<b>C+</b>	<b>65 – 69</b>	<b>F</b>	<b>0 – 49</b>
<b>A</b>	<b>85 – 89</b>	<b>B</b>	<b>73 – 76</b>	<b>C</b>	<b>60 – 64</b>	<b>N</b>	<b>Incomplete</b>
<b>A-</b>	<b>80 – 84</b>	<b>B-</b>	<b>70 – 72</b>	<b>D</b>	<b>50 – 59</b>		

Please note that 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 goes beyond course expectations. See p. 15 for more information on what constitutes letter grades at UVic.

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## Extensions

Should you need an extension, please feel free to speak to me about it **BEFORE** the due date. **Extensions will not be granted on, or following, the due date.**

If you are having trouble getting started on an assignment, do not hesitate to make use of my office hours. I would love to help you!

For information on Academic Concessions (e.g., Deferred Status Due to Illness, Accident or Family Affliction) please see the information beginning on p. 12 of this course syllabus.

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## If You Miss A Test

If you miss a test due to illness or a family emergency, contact me by email at [jrouke@uvic.ca](mailto:jrouke@uvic.ca) as soon as possible and explain that you missed the test and why. I will inform you when your make-up test will be held.

***\*If you miss a test and fail to contact me within five days of the test date, I will consider you to have not completed a major course requirement and will assign an N mark (failure due to not completing a course requirement) for the course.***

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## If You Require Special Arrangements Due to a Diagnosed Condition

1. You must be officially registered with the Centre for Accessible Learning – please see <https://www.uvic.ca/services/cal/onlineservices/register/index.php> for more information. I will automatically be informed of your registration with them.
2. Prior to your test, if you have any questions about your accommodation, please contact me, via email: [jrouke@uvic.ca](mailto:jrouke@uvic.ca)

## Tentative Course Schedule

DATES	LECTURE TOPICS	READINGS
JAN 10, 13	<b>Introduction</b>  <b>Police (use of force)</b>	<p>Andersen, J. P., Di Nota, P. M., Boychuk, E. C., Schimmack, U., &amp; Collins, P. I. (2021). Racial bias and lethal force errors among Canadian police officers. <i>Canadian Journal of Behavioural Science, advance online publication</i>, 1-12. <a href="https://doi.org/10.1037/cbs0000296">https://doi.org/10.1037/cbs0000296</a></p> <p>Wood, G., Tyler, T. R., &amp; Papachristos, A. V. (2020). Procedural justice training reduces police use of force and complaints against officers. <i>PNAS, 117</i>(18), 9815-9821. <a href="http://www.pnas.org/cgi/doi/10.1073/pnas.1920671117">www.pnas.org/cgi/doi/10.1073/pnas.1920671117</a></p>
JAN 17, 20	<b>Police (police stress &amp; suspect mental illness)</b>	<p>Ogloff, J., Thomas, S., Luebbers, S., Baksheev, G., Elliott, I., Godfredson, J. ... Moore, E. (2013). Policing services with mentally ill people: Developing greater understanding and best practice. <i>Australian Psychologist, 48</i>(1), 57-68. <a href="http://dx.doi.org.ezproxy.library.uvic.ca/10.1111/j.1742-9544.2012.00088.x">http://dx.doi.org.ezproxy.library.uvic.ca/10.1111/j.1742-9544.2012.00088.x</a></p> <p>Soomro, S., &amp; Yanos, P. T. (2019). Predictors of Mental Health Stigma among Police Officers: the Role of Trauma and PTSD. <i>Journal of Police and Criminal Psychology, 34</i>, 175-183. <a href="https://doi.org/10.1007/s11896-018-9285-x">https://doi.org/10.1007/s11896-018-9285-x</a></p>
<b>JAN 26: Last day to officially register in course *For your work to be accepted and to receive a course grade, you MUST be officially registered</b>		
JAN 24, 27	<b>Profiling</b>	<p>Kocsis, R., Irwin, H., Hayes, A., Nunn, R. (2000). Expertise in psychological profiling: A comparative assessment. <i>Journal of Interpersonal Violence, 15</i>(3), 311-331. <a href="http://dx.doi.org.ezproxy.library.uvic.ca/10.1177/088626000015003006">http://dx.doi.org.ezproxy.library.uvic.ca/10.1177/088626000015003006</a></p> <p>Petherick, W., &amp; Brooks, N. (2020). Reframing criminal profiling: A guide for integrated practice. <i>Psychiatry, Psychology and Law, 0</i>, 1-17. <a href="https://dx.doi.org/10.1080/13218719.2020.1837030">https://dx.doi.org/10.1080/13218719.2020.1837030</a>  <b>(*Note: This is a newly published online article – so has no volume number. When you search for it in the UVic library, click on “Where Can I Get This?” from Taylor &amp; Francis (NOT from PubMed). Then click on “Latest articles”, go to the page 2, and click on the article title)</b></p>
JAN 31, FEB 03	<b>Investigations (techniques)</b>	<p>Porter, S., Rose, K., Dilley, T. (2016). Enhanced interrogations: The expanding roles of psychology in police investigations in Canada. <i>Canadian Psychology/Psychologie Canadienne, Special Issue: CPA Awards / Les prix de la SCP, 57</i>(1), 35-43. <a href="http://dx.doi.org.ezproxy.library.uvic.ca/10.1037/cap0000042">http://dx.doi.org.ezproxy.library.uvic.ca/10.1037/cap0000042</a></p>

FEB 07, 10	<b>False confessions</b>	Stratton, G. (2015). Transforming the Central Park jogger into the Central Park Five: Shifting narratives of innocence and changing media discourse in the attack on the Central Park jogger, 1989–2014. <i>Crime, Media, Culture</i> , 11(3), 281-297. <a href="http://dx.doi.org.ezproxy.library.uvic.ca/10.1177/1741659015592794">http://dx.doi.org.ezproxy.library.uvic.ca/10.1177/1741659015592794</a>
FEB 14, 17	<b>Class presentation prep</b>  <b>Test 1</b>	Wrap-up and in-class time to prepare for upcoming presentations; no readings  The test will be on FEB 17 and will cover material from JAN 10 onward
<i>Feb 21 – 25: Reading Break, no classes, no readings</i>		
<i>Feb 28: Last day to officially withdraw from course without penalty of failure</i>		
FEB 28, MAR 03	<b>Presentation (deception)</b>  <b>Presentation (eyewitness testimony)</b>	Watch (4 minutes): <a href="https://www.youtube.com/watch?v=nyDMoGjKvNk">https://www.youtube.com/watch?v=nyDMoGjKvNk</a>  Watch (4 minutes): <a href="https://www.youtube.com/watch?v=ChgPk2OiZCw">https://www.youtube.com/watch?v=ChgPk2OiZCw</a>
MAR 07, 10	<b>Indigenous Peoples in Canada's CJS</b>	Clarke, J. (2017). <i>Your Gladue Rights</i> . British Columbia: Legal Services Society. Access it at: <a href="https://pubsdb.lss.bc.ca/pdfs/pubs/Your-Gladue-Rights-eng.pdf">https://pubsdb.lss.bc.ca/pdfs/pubs/Your-Gladue-Rights-eng.pdf</a>
MAR 14, 17	<b>Presentation (psychological disorders in the courtroom);</b>  <b>Presentation (jury selection, decision-making &amp; sentencing)</b>	Watch (11 minutes; information on collaborative courts...might be interesting for your essay): <a href="https://www.youtube.com/watch?v=3WxvUFzrMDc">https://www.youtube.com/watch?v=3WxvUFzrMDc</a>  Watch (3 minutes): <a href="https://www.youtube.com/watch?v=rJgGvY8Yeyg">https://www.youtube.com/watch?v=rJgGvY8Yeyg</a>
MAR 21, 24	<b>Trauma-informed practice;</b>  <b>No class (March 24)</b>	Trauma-Informed Practice Guide – read pgs. 2, 3-7, 9, 10, 12-15; 19-26. Access it at: <a href="http://bccwh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf">http://bccwh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</a>  No class on March 24 is to make up for the time you will be required to spend attending a court session for your court report

<p>MAR 28, 31</p>	<p><b>Presentation (prison environment &amp; parole);</b></p> <p><b>Sexual Assault (our court system’s approach to prosecuting sexual assault cases &amp; the gaps that exist in this system)</b></p>	<p>Watch (6 minutes): <a href="https://www.youtube.com/watch?v=y-daYflbwc8">https://www.youtube.com/watch?v=y-daYflbwc8</a></p> <p>Krishnan, M. (2016). What day two of the Ghomeshi trial tells us about victim blaming, credibility, and traumatic memories. <i>Vice</i>. Access it at: <a href="https://www.vice.com/en_ca/article/yvxj4j/what-day-two-of-the-ghomeshi-trial-tells-us-about-victim-blaming-credibility-and-traumatic-memories">https://www.vice.com/en_ca/article/yvxj4j/what-day-two-of-the-ghomeshi-trial-tells-us-about-victim-blaming-credibility-and-traumatic-memories</a></p> <p>Gray, E. (2016). This letter from the Stanford sex offender's dad epitomizes rape culture. <i>HuffPost</i>. Access it at: <a href="http://www.huffingtonpost.ca/entry/brock-turner-dad-letter-is-rape-culture-in-a-nutshell_us_57555bace4b0ed593f14cb30">http://www.huffingtonpost.ca/entry/brock-turner-dad-letter-is-rape-culture-in-a-nutshell_us_57555bace4b0ed593f14cb30</a></p>
<p>APR 04, 07</p>	<p><b>Restorative Justice</b></p>	<p>Gavrielides, T. (2017). The victims’ directive and what victims want from restorative justice. <i>Victims &amp; Offenders</i>, 12(1), 21-42. doi: <a href="http://dx.doi.org.ezproxy.library.uvic.ca/10.1080/15564886.2014.982778">http://dx.doi.org.ezproxy.library.uvic.ca/10.1080/15564886.2014.982778</a></p> <p>Dalhousie University (May 2015). Participants’ statement. <i>Report from the Restorative Justice Process at the Faculty of Dentistry</i>. Access it at: <a href="https://cdn.dal.ca/content/dam/dalhousie/pdf/cultureofrespect/RJ2015-Statement.pdf">https://cdn.dal.ca/content/dam/dalhousie/pdf/cultureofrespect/RJ2015-Statement.pdf</a></p>
<p>APR 11</p>	<p><b>Take-home (TEST 2) due via Brightspace by 11:59pm</b></p>	<p>The take-home test is due by 11:59pm on APR 11 and will cover material since Test 1</p>

**\*Writing both tests is a mandatory completion requirement to pass this course (if you do not, you will be assigned a grade of “N”)**



## Progress Evaluation and Due Dates

Due Date	Value	Brief Description
<b>Bonus Grade!</b> Due January 14 <sup>th</sup> , 11pm (via Brightspace)	0.5 added to your final grade	In one document (Word or PDF), Submit a recent picture, along with a few sentences telling me about yourself. I'd love to get to know a little bit about you and this will also help me to learn your name quickly!
<b>Class Participation</b>	10%	Contribute in a way that promotes discussion and demonstrates enthusiasm and preparedness. This is an interactive class; attendance and participation in the group activities will enrich your learning environment. Attending most classes, submitting feedback for the class presentations, participating in the in-class group activities, and signing up to lead a territory acknowledgement will get you a participation grade of 75%. Grades above that are based on individual contributions to class discussions.
<b>Personal Reflections</b> You choose the due date – your 1 <sup>st</sup> must be submitted by FEB 10 <sup>th</sup> and must be on one of the assigned class readings ( <b>not videos</b> ). Your 2 <sup>nd</sup> must be on one of the class presentation topics and must be submitted by MAR 31 <sup>st</sup>	20% (2 @ 10% each)	You must submit 2 personal reflections. For each reflection, please submit a question/thought/opinion that stems from the weekly reading/class presentation.
<b>Class Presentation</b> You will sign up for a date on which to present: FEB 28    MAR 03, 14, 17, 28	15%	In a group of 5, you will lead the class for 65 minutes. I will give you some time in class to work on your presentations.
<b>Court Report</b> Due MAR 24 <sup>th</sup>	22%	Observe (via audio or written transcript) criminal court proceedings and write an 8 – 10 page paper. For this assignment, you have 4 options from which to choose. Please see the “Assignment Information” Module in Brightspace. Please submit either a Word or PDF document.
<b>2 Tests</b> FEB 17 & APR 11	33% (1 <sup>st</sup> @ 18%; 2 <sup>nd</sup> @ 15%)	Both tests are open book. The first will take place in class, the second will be a take-home assignment, due the Monday after classes end. <b>**To pass this course, you must write both tests. If you do not, you will be assigned a grade of “N”</b>

## Assignment Details

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### Mandatory Course Components

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- Writing both tests is a mandatory completion requirement to pass this course (if you do not, you will be assigned a grade of “N”).
- If you do not submit/complete an assignment, you will be given a grade of zero and that zero will be used in the calculation of your final course grade.

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### Tests

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- There are 2 tests in this course. The first will be written during class time, the second will be given as a take-home exam.
- The first test will consist of a series of short answer questions and will be open book. The take-home test will either be a series of short answer questions or one larger, integrated question.
- We do not have a final exam during the exam period, however, your take-home exam is due at the start of the exam period, on April 11.

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### Assignment Submissions

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- Submit all assignments to Brightspace in either Word or PDF format.
- More detailed criteria for each assignment are posted in the “Assignment Information” section on Brightspace. Please see the detailed criteria for each assignment to make sure you submit an assignment that meets the requirements.

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### Late Submissions

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- To reward students handing in their work on time, each day that an assignment is late, 5% will be deducted from your total grade on that assignment.
- Please see p. 6 for the course policy on extensions.



***Important: We will be discussing some sensitive topics. As in all courses, please make sure to take care of yourself and check in with me if you need to. Students might discuss sensitive, personal matters – you are expected to maintain confidentiality.***

## Taking Care of Yourself

Being a student can be stressful! Please take care of yourself – eat well, exercise, get enough sleep, take some time to relax, and talk to someone if you’re feeling overwhelmed. This will help you achieve your goals and cope with stress. You are not alone – all of us benefit from support during times of struggle.

**Social Life, Friends, & Community at UVic:** Having a social network is an extremely important foundation for positive mental health. There are many 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/](http://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/](http://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. The sooner you let them know your needs, the quicker they can assist you in achieving your learning goals in this course. [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/)

**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/](http://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/](http://www.uvic.ca/mentalhealth/undergraduate/)

**Sexualized Violence Prevention and Response at UVic:** The University of Victoria takes sexualized violence seriously and has standards for what is considered acceptable behaviour. You are encouraged to learn more about how the university defines sexualized violence and its overall approach. [www.uvic.ca/svp](http://www.uvic.ca/svp)

If you or someone you know has been impacted by sexualized violence and needs information, advice, 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 to the Sexualized violence resource office in EQHR, Sedgewick C119; Phone: 250.721.8021; Email:

[svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca) Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

## Important UVic Course Policy Information

Please familiarize yourself with the university's standards of academic integrity (e.g., plagiarism and cheating). *For instance, did you know that distribution of course materials (e.g., lecture notes) without the professor's permission is a breach of academic integrity?*

**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:  
<https://www.uvic.ca/calendar/future/undergrad/index.php#/content/5db888a563f365001a66a44b>

**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, 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 (*\*Note: we do not have a final exam in this course!*)
  - 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 (Click on “Undergraduate Academic Regulations” and then click on “Policy on Academic Integrity”): <https://www.uvic.ca/calendar/future/undergrad/index.php#/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. **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.

**The definitive source** for information on Academic Integrity is the University Calendar (Click on “Policy on Academic Integrity”):

<https://www.uvic.ca/calendar/future/undergrad/index.php#/policies>

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: <https://onlineacademiccommunity.uvic.ca/lap/studysolutions/>

2. 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](mailto:ombuddy@uvic.ca) Web: [uvicombudsperson.ca](http://uvicombudsperson.ca)

3. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>

4. Dr. Mitchell of the UVic English Department:

[http://web.uvic.ca/~amitch/teaching\\_files/Avoiding%20Plagiarism.pdf](http://web.uvic.ca/~amitch/teaching_files/Avoiding%20Plagiarism.pdf)

**Grading:** The table below shows the official grading system used by UVic instructors in arriving at final assessments of student performance. For more details (Click on “Undergraduate Academic Regulations” and then click on “Grading”):

<https://www.uvic.ca/calendar//future/undergrad/index.php#/policies>

Grade	Percentage	Description
A+	90 - 100	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.
A	85 - 89	
A-	80 - 84	
B+	77 - 79	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.
B	73 - 76	
B-	70 - 72	
C+	65 - 69	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.
C	60 - 64	
D	50 - 59	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.

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