

Conceptual Foundations of Psychology

Professor: David Polson, PhD

Email: < dpolson@uvic.ca > | **Office:** COR A214 | **Office Hours:** Weds & Fri, 3:30-4:15pm

Course Website: Accessible via BrightSpace < <https://bright.uvic.ca/d2l/home/230382> >

Scheduled Day, Time | Room: Tues, 2:30-4:20pm; Fri, 2:30-3:20pm | David Turpin Building A120

Teaching Assistant (TA): Jessica Li < jessyli@uvic.ca >

Course Pre- or corequisites: Completed or concurrently enrolled in all of PSYC 100A and PSYC 100B.

Course Content

In this course, we focus on the historical and conceptual foundations of modern psychology. Our interest is in the developing sequence of approaches that have defined the field over the years, as well as the times that influenced that development. The aim of this course is to enable you to recognize the relationships among ideas, theories, and research efforts of various schools of thought and to understand how the different pieces of the psychology puzzle come together to form a coherent picture. This course is also like a case study, an exploration of the people, events, and experiences that have made psychology what it is today.

Course Materials

- 1) Schultz, D. P., & Schultz, S. E. (2016). *A history of modern psychology* (11th ed.). Boston, MA: Cengage Learning. (purchase hardcopy; or [rent eTextbook](#))
- 2) Supplemental Readings (available at course website)
- 3) Skeletal PowerPoint slides (available at course website)
- 4) Narrated PowerPoint presentations (available at course website)
- 5) *THINK FAST* computer program (optional; available at course website)

Course Overview

This course contains 14 units. Each unit typically corresponds to a chapter in the textbook. We will cover one unit every 1-2 class days, with a lecture, in-class activity, and possibly a video presentation taking place in the classroom and a corresponding Unit Quiz taking place outside of the classroom.

In lectures, I will focus on addressing the answers to selected review questions for that day's required reading from the textbook (see *Review Questions* section), clarifying and sometimes expanding upon that content. Before lectures, you are encouraged to download the skeletal PowerPoint slides for that reading (available at the course website) and use them for notetaking purposes. Those "skeletal" slides contain the bare bones of that day's lecture agenda. Lectures will always be accompanied by an in-class activity (see *In-Class Activity* section) and sometimes also by a video presentation/quiz (see *Video Quizzes* section).

Outside of class, you can review most of what was covered in each day's lecture by watching a narrated PowerPoint presentation about that same material (available at the course website).

Some class days I may run out of time to finish that day's agenda. If so, as homework, you will need to watch the missing part of the lecture in the corresponding narrated PowerPoint presentation, as ALL material from the lecture agenda is testable; and/or watch the scheduled video and write the corresponding video quiz on your own, as ALL that material is testable as well.

For each unit, there is an online Unit Quiz, to be written outside of class, the deadline being a day after the lecture(s) for that unit. While the Unit Quiz will be available to write before those lecture(s), you are advised to wait until afterwards to do so (or at least until after viewing the corresponding narrated PowerPoint presentation) as some quiz items are exclusive to the lecture material.

There are also two online exams, one scheduled midway through and the other at the end of the course, each of which must be written in person. The exams are closed book and invigilated.

Brightspace limits how I can structure the agenda for any given class day. It is very important always to be looking ahead in Brightspace to see what is due prior to the next class.

Should you have questions during the semester, I encourage you first to consider posting them at the Q&A forum. Interacting with your peers is strongly encouraged, and the Q&A forum provides that opportunity; while not required, bonus points can be earned for such activity (see the *Q&A Bonus* section). You can also meet with me during my office hours to get an immediate response to your questions. For any concerns related to your grades, email them to your TA (Jessica), as it is she who will be marking your work.

Course Components

Review Questions. These can be found at the end of each chapter in our textbook. Review Questions are important because: (1) they are the focus of the lectures, (2) many of the Unit Quiz items are based on the answers to them, and (3) the essay items on the exams will be worded practically identical to them. You would be wise to use the Review Questions to direct your reading of the textbook chapters and to practice writing out the answers to them when preparing for the Unit Quizzes and the exams.

In-Class Activities. Each lecture will include an in-class activity. Typically, during the lecture I will intermittently pause and pose a question about the content under discussion. You will be asked to respond electronically via a link provided at the course website. The protocol is informal in that comparing your answers with those of other students is not only fine but encouraged. After the lecture, an answer key will be posted at the course website. Overall, this component counts **10%** toward your final grade. Your lowest three in-class activity scores will be dropped. If you miss an In-Class Activity, *FOR WHATEVER REASON*, it will count as one of those three lowest scores; there are no makeups or exemptions.

Video Quizzes. Video presentations are scheduled throughout the semester, which you will watch either inside or outside of class, depending on time constraints. For the longer videos, there is an accompanying "Video Quiz" (available at the course website) that you are to complete while watching them. If you are paying attention, then this should be an easy task. Each Video Quiz consists of a series of single statements that you are to assess as true or false. The statements are arranged in the

same order that the material is discussed in the video. You will NOT be submitting the Video Quizzes for credit. However, they are important because some of the very same items (or slight derivations thereof) will appear in the upcoming Unit Quiz. You will not find the answers to the Video Quiz items in the textbook; you must watch the video.

Unit Quizzes. For each unit, there is an online Unit Quiz, to be written outside of class, the deadline being a day after the lecture(s) for that unit. Each Unit Quiz is based on all the material comprising that unit (i.e., required reading, lecture, and sometimes a video). Each Unit quiz consists of about 20-25 multiple-choice items, and occasionally an open-ended item. There are 14 Unit Quizzes, all equally weighted. Overall, this course component counts **40%** toward your final grade. Your lowest three Unit quiz scores will be dropped. If you miss Unit Quiz, *FOR WHATEVER REASON*, it will count as one of those three lowest scores; there are no makeups or exemptions. Online feedback will NOT be provided for the Unit Quizzes. However, upon request, you can review your quizzes with me during my office hours.

Most students should be able to complete a Unit Quiz in 25 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 chapter and view the PowerPoint presentation 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 quiz is set at 50 minutes to accommodate all students, including those registered with CAL.

It will not suffice to read the textbook chapter only or to attend the lecture only. Since both activities are required for any given unit, the expectation is that you do both and study material from both before writing the quiz for that unit. For each Unit Quiz, unless otherwise noted, you are expected to know all pertinent material covered in the textbook chapter, even if some of that material is not also covered in lecture. And, you are expected to know all pertinent material covered in lecture, even if some of that material is not also covered in the corresponding textbook chapter. That said, you will not be tested on trivial details from either source (e.g., interesting, but irrelevant biographical details about a pioneer of psychology). Also, as noted earlier, the skeletal PowerPoint slides for each chapter contain the bare bones of the lecture agenda for that chapter. As noted earlier, some days I may run out of time to finish the lecture agenda. In that case, as homework, you will need to watch the missing part of the lecture in the corresponding narrated PowerPoint presentation, as ALL material from the lecture agenda is testable.

Exams. There are two evenly spaced invigilated exams, to be written online in class: Exam 1 covers Units A-G and is scheduled on Feb 14; and Exam 2 covers Units H-N and is scheduled during the exam period. The exams will consist of both multiple-choice and essay items. The exams will be based on all the required readings for each unit (the textbook chapters and supplemental readings). Any material exclusive to the videos will NOT be assessed on the exam. To help you prepare, you will be provided in advance with a list of possible essay items that could appear in each exam. Overall, this course component is worth **50%** toward your final grade, with each exam weighted equally. Students registered with CAL will write their exams at CAL with their time accommodations.

BONUS

Q&A Forum. Interacting with your fellow students in this course is encouraged, but it is not required. There is a Q&A forum at the course website set up for this purpose. As an alternative to posing your questions to me (or to your TA), you can post them to this forum, hopefully to be answered by your peers. If you make a valuable contribution to this forum, you will earn an extra **0.5%**. 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 an extra **3%** toward your final grade this way. However, you will be awarded credit for only one valuable contribution per week (even if you make more than two 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 to the course website for consideration (detailed instructions are provided at the course website). To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

OPTIONAL (but recommended)

THINK FAST. To think critically and express yourself intelligibly about the historical and conceptual foundations of psychology, you need to be fluent with its basic facts and terminology. *THINK FAST* is a computerized flashcard program designed to help you in this regard. It includes a deck of cards corresponding to each chapter in the textbook. 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. 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* should have positive benefits for you beyond merely memorizing the definitions.

All the material (facts and terms) covered in the *THINK FAST* decks comes from the required textbook readings and the lectures. Should you choose not to use *THINK FAST*, you can still access the *THINK FAST* items in a PDF document provided at the course website.

Evaluation

In-Class Activities (lowest 3 dropped)	10%
Unit Quizzes (best 11 of 14)	40%
Exam 1 (Units A-G)	25%
Exam 2 (Units H-N)	25%
TOTAL	100%
Bonus up to...	3%

The final grade is assigned as Pass (COM) or Fail (F or N). To pass, you must achieve:

1. an overall exam score of at least 50% (scores for two exams combined and averaged)
2. a total grade of at least 60% (scores for all course components combined—see Table above)

N grades

Students who have completed the following elements will be considered to have completed the course and will be assigned a final grade:

- 7 or more Unit Quizzes attempted
- both exams attempted

Failure to complete either or the above will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. An N is a failing grade, and it factors into a student’s GPA as 0. The maximum percentage that can accompany an N on a transcript is 49. In accordance with UVic’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession.” So, students can only request deferrals for the completion of required course components and not for non-essential course components.

Notes

- In-class activities and Unit Quizzes must be completed when due as indicated in the Class Schedule. It is unfair for some students to do work later than others, or to do no work at all, and receive the same credit or an exemption.
- If you miss an in-class activity or a Unit Quiz, *FOR WHATEVER REASON*, then it will necessarily count as one of the three scores for that course component you will be dropping. There are no makeups or exemptions. So, missing either, up to three times, will not impact your final grade. Missing more than three of either, however, starts adding up to a significant amount of coursework, and missing any more than that may be reason to consider dropping the course. It will be difficult to pass the exams without keeping up with the coursework.
- If you anticipate missing an exam (or unexpectedly miss an exam) due to extenuating circumstances (i.e., personal illness or accident, family affliction, official university activities), then you must contact me beforehand (or ASAP afterwards) and to discuss the situation and determine whether a concession is warranted. Otherwise, no concession will be considered. And accommodation will not be granted for travel plans.
- 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 between 49.5 and 49.9, the grade will be rounded to 50.

Territory Acknowledgment

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

CLASS SCHEDULE

Jan 10 (T)	<ul style="list-style-type: none"> ● Introduction to course format <p>UNIT A: <i>Studying History</i></p> <ul style="list-style-type: none"> ● Required textbook reading: Chapter 1 ✓ Required supplemental reading - <i>Is Psychology a Science? / Persistent Questions in Psychology</i> ➤ Video/Quiz - <i>How Does Science Add to Knowledge?</i>
<hr/>	
Jan 13 (F)	<p>UNIT A (continued)</p> <ul style="list-style-type: none"> ★ Write Unit A Quiz (by midnight, Jan 14)
<hr/>	
Jan 17 (T)	<p>UNIT B: <i>Philosophical Influences</i></p> <ul style="list-style-type: none"> ● Required textbook reading: Chapter 2 ➤ Video/Quiz -- <i>Is Reason the Source of Knowledge?</i> ➤ Video/Quiz – <i>Does Knowledge Depend on Experience?</i>
<hr/>	
Jan 20 (F)	<p>UNIT B (continued)</p> <ul style="list-style-type: none"> ★ Write Unit B Quiz (by midnight, Jan 21)
<hr/>	
Jan 24 (T)	<p>UNIT C: <i>Physiological Influences</i></p> <ul style="list-style-type: none"> ● Required textbook reading: Chapter 3 ★ Write Unit C Quiz (by midnight, Jan 25)
<hr/>	
Jan 27 (F)	<p>UNIT D: <i>The New Psychology</i></p> <ul style="list-style-type: none"> ● Required textbook reading: Chapter 4
<hr/>	
Jan 31 (T)	<p>UNIT D (continued)</p> <ul style="list-style-type: none"> ★ Write Unit D Quiz (by midnight, Feb 1) <p>UNIT E: <i>Structuralism</i></p> <ul style="list-style-type: none"> ● Required textbook reading: Chapter 5 ★ Write Unit E Quiz (by midnight, Feb 4)
<hr/>	
Feb 3 (F)	<p>UNIT F: <i>Functionalism—Antecedent Influences</i></p> <ul style="list-style-type: none"> ● Required textbook reading: Chapter 6 ➤ Video/Quiz – <i>Darwin’s Revolution in Thought</i> ★ Write <u>Unit E</u> Quiz (by midnight, Feb 4)

Feb 7 (T)	UNIT F (continued) <ul style="list-style-type: none">★ Write Unit F Quiz (by midnight, Feb 8) UNIT G: <i>Functionalism—Development & Founding</i> <ul style="list-style-type: none">• Required textbook reading: Chapter 7➤ Video/Quiz – <i>Toward a School of Their Own (Parts 1-2)</i>➤ Video/Quiz – <i>Toward a School of Their Own (Part 3)</i>
Feb 10 (F)	UNIT G (continued) <ul style="list-style-type: none">★ Write Unit G Quiz (by midnight, Feb 11)
Feb 14 (T)	★ EXAM 1 (Units A-G) <ul style="list-style-type: none">❖ bonus MC items based on Chapter 8 (<i>Legacy of Functionalism</i>)
Feb 17 (F)	UNIT H: <i>Behaviorism—Antecedent Influences</i> <ul style="list-style-type: none">• Required textbook reading: Chapter 9➤ Video/Quiz - <i>Toward a School of Their Own (Part 4)</i>
Feb 20-24	READING BREAK
Feb 28 (T)	UNIT H (continued)
Mar 3 (F)	UNIT H (continued) <ul style="list-style-type: none">★ Write Unit H Quiz (by midnight, Mar 4)
Mar 7 (T)	UNIT I: <i>Behaviorism—Beginnings</i> <ul style="list-style-type: none">➤ Required textbook reading: Chapter 10★ Write Unit I Quiz (by midnight, Mar 8)
Mar 10 (F)	UNIT J: <i>Behaviorism—After Founding (1)</i> <ul style="list-style-type: none">• Required textbook reading: Chapter 11 (pp. 235-243)
Mar 14 (T)	UNIT J (continued) <ul style="list-style-type: none">★ Write Unit J Quiz (by midnight, Mar 15)
Mar 17 (F)	UNIT K: <i>Behaviorism—After Founding (2)</i> <ul style="list-style-type: none">• Required textbook reading: Chapter 11 (pp. 243-261)✓ Required supplemental reading: <i>Power of Steady Misrepresentation</i>➤ Video/Quiz – <i>B.F. Skinner: A Fresh Appraisal</i>

Mar 21 (T)	UNIT K (continued) <ul style="list-style-type: none">★ Write Unit K Quiz (by midnight, Mar 22) UNIT L: <i>Gestalt Psychology</i> <ul style="list-style-type: none">• Required textbook reading: Chapter 12
Mar 24 (F)	UNIT L (continued) <ul style="list-style-type: none">★ Write Unit L Quiz (by midnight, Mar 25)
Mar 28 (T)	UNIT M: <i>Psychoanalysis—Beginnings</i> <ul style="list-style-type: none">• Required textbook reading: Chapter 13➤ Video/Quiz – <i>Freud Under Analysis</i>★ Write Unit M Quiz (by midnight, Apr 1)
Mar 31 (F)	UNIT N: <i>Psychoanalysis—After Founding</i> <ul style="list-style-type: none">• Required textbook reading: Chapter 14➤ Video/Quiz – <i>Is Mind Distinct from Body?</i>
Apr 4 (T)	UNIT N (continued) <ul style="list-style-type: none">★ Write Unit N Quiz (by midnight, Apr 5)
TBA	★ EXAM 2 (Units H-N) <ul style="list-style-type: none">❖ bonus MC items based on Chapter 15 (<i>Contemporary Developments</i>)

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Winter Session 2022/23

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

The instructor values your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Department Associate Chair; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

¹ Syllabi belong to the department through which the course is administered.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar January 2023.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on **Avoiding Plagiarism**

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- **What to do if you miss an exam other than one scheduled during the formal exam period**
Do not apply at Records Services for a “Request for Academic Concession”. Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam and include the [in-course extension form](#) if required. Medical documentation is not required.
- **What to do if you require additional time to complete core course requirements**
Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Winter session - second term (January – April)

Monday, Jan 9 th	Second term classes begin for all faculties
Sunday, Jan 22 nd	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 th	Last day for adding courses that begin in the second term
Tuesday, January 31 st	Last day for paying second term fees without penalty
Sunday, Feb 12 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 th - Feb 24 th	Reading Break for all faculties
Tuesday, Feb 28 th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 th	Last day of classes in second term for all faculties
Apr 11 th - Apr 26 th	Second-term formal examination period

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

BE WELL



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

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

Health Services:

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

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>