

# PSYC 260 A01 – Course Syllabus



We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. Learn more about UVic's [Territorial Acknowledgement](#).

**COURSE TITLE:** PSYC 260: Introduction to Mental Health and Well-Being  
**CLASS SECTION:** A01

**CRN:** 22842

**TERM:** Spring (Jan-Apr) 2023

**MEETING TIMES:** Mon/Thurs 13:00 – 14:20 (1:00PM-2:20PM)

Fraser Building Room 159

**UNITS:** 1.5

**DELIVERY MODE(S):** Face-to-face

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For COVID-19 information please visit <https://www.uvic.ca/covid19/index.php>

## INSTRUCTOR DETAILS



**NAME:** Carrie Kobelsky (she/her), PhD candidate

**OFFICE:** COR A215; <https://uvic.zoom.us/j/88184765286>

**EMAIL:** [kobelsky@uvic.ca](mailto:kobelsky@uvic.ca)

**OFFICE HOURS:** Wednesday 1:00-2:00pm (**online**)

Thursday 10:00am-11:00am (**in-person**); or by appointment

**WEBSITE:** <https://bright.uvic.ca/d2l/home/230390> (our Brightspace site)

- To access Brightspace type bright.uvic.ca in address bar (Chrome or Firefox)
- Log in with Netlink ID and password, click on PSYC 260 A01

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. I am committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## TEACHING ASSISTANT DETAILS



**NAME:** Sean Morgan (he/him), MSc student

**EMAIL:** [seanmorgan@uvic.ca](mailto:seanmorgan@uvic.ca)

**OFFICE:** COR A148F

**OFFICE HOURS:** 2:30-3:30pm Thursdays



## COURSE DESCRIPTION & LEARNING OUTCOMES

Welcome to *Mental Health and Well-Being*! This survey course provides an overview of concepts, theories, and the state of research in areas of psychopathology and therapeutic methods from a (primarily) North American Perspective.

We will look at many of the psychological disorders discussed in the *Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition* (DSM-5). We will discuss the diagnostic criteria and typical clinical presentations of these disorders, theories that explain why they develop and persist, and evidence-based treatments that are available. We will also use case examples to help understand the complexity of the psychological disorders that are covered.

### **Learning Outcomes**

After completing this course, you will be able to:

- *Recognize* what it means for behaviour to be considered “abnormal” or “disordered”, and *consider* how we define “psychological health”
- *Identify* and *distinguish* diagnostic features of different psychological disorders and the diagnostic system of the American Psychiatric Association (DSM-5)
- *Identify* and *discuss* some of the biological, psychological, and social factors that may contribute to the expression and course of mental disorder vs. health
- *Identify* and *differentiate* therapies used for different psychological disorders and their effectiveness
- *Develop* and *appraise* empathy for the impact that psychological disorders have on patients and the stigma associated with these disorders
- *Examine* some of the unresolved issues relating to our understanding of mental health and wellbeing, and what we can do to address these areas with future research and policy decisions

### PREREQUISITE(S):

- Complete all of:
  - [PSYC100A](#) - Introductory Psychology I (1.5)
  - [PSYC100B](#) - Introductory Psychology II (1.5)

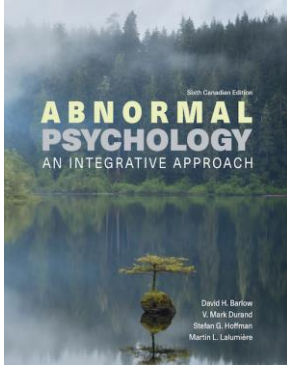
### NOTE(S):

Credit will be granted for only one of PSYC 260, PSYC 360, PSYC 430.

### SENSITIVE CONTENT:

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

## REQUIRED MATERIALS &amp; RECOMMENDED PREPARATION / INFORMATION

**(a) Textbook (required)**

**Barlow, D. H., Durand, V. M., Hoffman, S. G., & Lalumiere, M. L. (2020). *Abnormal Psychology – An Integrative Approach 6<sup>th</sup> Canadian Edition.* Cengage.**

You can purchase a physical copy or digital copy of this text through the UVic bookstore at: <https://www.uvicbookstore.ca/text/>.

**(b) Course Readings (required)**

Additional course readings will be provided in PDF format on Brightspace for some topics.

**(c) Supplementary materials (optional)**

Optional course materials may be uploaded to Brightspace for some topics. Each exam module will include a brief study guide, with multiple choice questions and short answer prompts to aid in exam preparation.

**Course Website**

All course materials, including summary notes, supplementary materials, quizzes, and assignments will be available through Brightspace (<https://bright.uvic.ca>). This site will be your guide on what needs to get done each week. The course outline, online quizzes, and other material will be posted on the course website. You can sign into Brightspace using your NetLink ID.

## COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Be sure to check Brightspace for all due dates.

WEEK	DATES	ASSIGNMENTS/DEADLINES	CHAPTERS
1	Jan 9-13		Welcome Ch. 1 History of Abnormal Behaviour
2	Jan 16-20		Ch. 2 Integrative Approach to Psychopathology
3	Jan 23-27	Structured Topic #1 Due Mon Jan 23 by 10pm	Ch. 5 Anxiety
4	Jan 30-Feb 3	Case Study #1: Due Thurs Jan 26 by 10pm	Ch. 6 Preoccupation/Obsessions
5	Feb 6-10	Structured Topic #2 Due Mon Feb 6 by 10pm Exam 1 (Ch. 1, 2, 5, 6) Thurs Feb 9	Ch. 7 Trauma
6	Feb 13-17	Case Study #2: Due Thurs Feb 16 by 10pm	Ch. 7/Ch. 8 Mood
7	Feb 20-24	<b>Reading Break (NO CLASSES)</b>	
8	Feb 27-Mar 3	Case Study #3: Due Thurs Mar 2 by 10pm	Ch. 8/Ch. 9 Eating Disorders
9	Mar 6-10	Structured Topic #3 Due Mon Mar 6 by 10pm Exam 2 (Ch. 7, 8, 9, Body Image) Thurs Mar 9	Body Image Course Reading
10	Mar 13-17	Structured Topic #4 Due Mon Mar 13 by 10pm	Ch. 12 Substance Use and Impulse Control
11	Mar 20-24	Structured Topic #5 Due Mon Mar 20 by 10pm Case Study #4: Due Thurs Mar 23 by 10pm	Ch. 13 Personality
12	Mar 27-31	Structured Topic #6 Due Mon Mar 27 by 10pm	Ch. 14 Psychosis
13	Apr 3-6	Exam 3 (Ch. 12, 13, 14) Thurs Apr 6	Ch. 14/Course Wrap-up

Last day to drop course with 100% fee reduction: Jan 22<sup>nd</sup>

Last day to drop course with 50% fee reduction: Feb 12<sup>th</sup>

Last day for withdraw without penalty of failure: Feb 28<sup>th</sup>

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL

where advanced noticed is required. Deadlines can be reviewed at

<https://www.uvic.ca/accessible-learning/students/exams/index.php>

## EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Exams (3 non-cumulative exams)	45%
Case Studies (best 3 of 4)	30%
Structured Discussion Topics (best 4 of 6)	25%
Bonus Research Participation (or paper)	+2%
If you have a concern about a grade you have received for an evaluation, please arrange a meeting with Carrie as soon as possible.	<b>TOTAL</b> 100% +2%

## BREAKDOWN OF STUDENT ASSESSMENT

Note: In accordance with the University's policy on academic concessions, **"A student who completes all course requirements is not eligible for an academic concession"**. Consequently, students can *only* request deferrals for the completion of required course components (i.e., the exams) and not for non-essential course components.

**Exams (3 exams, each worth 15%)**

**\*NOTE: You must complete all three exams; failure to do so means you have not completed a major course requirement and will receive a N mark (failure due to not completing a course requirement) for the course regardless of the cumulative percentage of all other elements in the course. N is a failing grade and factors into GPA as a value of 0.**

You will write three in-class exams. Exams are non-cumulative, which means they will only cover material since the previous exam. **All course material is testable** (lectures, textbook chapters, additional course readings). The format of all three exams will be multiple choice and short answer and will take place during class time (Note: there is no exam during the final exam period).

*What to do if I miss an exam due to illness?*

Contact me ([kobelsky@uvic.ca](mailto:kobelsky@uvic.ca)) no later than 10 working days after the exam to arrange for a make-up exam. Students who miss Exam 3 may need to make a request for academic concession (see Course Policy Information).

**Case Studies (best 3 of 4) = 30% of final grade**

Case studies will require you to think critically about the course materials to integrate information from the course and the textbook in a concise manner. You will be asked to write brief statements regarding your diagnostic impressions and treatment recommendations for the case. Case studies will be provided through the Assignments feature on Brightspace and will be provided at the beginning of the chapter that they relate to. Please note that **no makeup case studies will be provided**. If you miss a case study (including due to illness), it will be the lowest grade dropped from your final mark. Additional information will be provided in class and on Brightspace.

### **Structured Discussion Topics (best 4 of 6) = 25% of final grade**

Students will choose one topic from a select group of discussion prompts and complete short writing assignments. The purpose of these assignments is to appraise and evaluate current research on specific disorders and treatment, challenge our preconceptions, and provide a space to explore unresolved issues in research and policy. Additionally, these prompts may address special interest topics or issues. Students will read an article or watch a video, then write several structured paragraphs centered on a set of questions/discussion prompts. Structured Discussion Topics will be submitted in the Discussion section of Brightspace, and the topics will be provided at the beginning of the chapter that they relate to and linked in the chapter module. **Please note that no makeups will be provided.** If you miss a Structured Discussion Topic (including due to illness), it will be one of the 2 lowest grades dropped from your final mark. Additional instructions and grading rubric will be provided in class and on Brightspace.

### **BONUS Research Participation or Paper = +2% Bonus**

#### ***Research Participation***

Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 30 minutes of participation will earn 0.5 credit with 2 credits required for a 2% increase in your final grade. Thus, two hours of participation would earn the full 2% extra credit.

For details on participating in research studies, go to the Department of Psychology web site: (<https://www.uvic.ca/socialsciences/psychology/research/participants/>), click on the **Research Participation (PRP) website** link near the top of the page, then follow the instructions for participating in the system. You must be sure to assign your credits to this course (**PSYC 260 A01**) no later than the last day of class (Apr 5<sup>th</sup>), otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn the extra 2%, you may contact me no later than **February 28<sup>th</sup>** to arrange for an alternative option involving a written article review (see below).

#### ***Article Review***

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may instead opt to gain research experience by writing a review (2 pages double spaced) of a journal article reporting original research relevant to one of the topics we cover in this course. The review will be worth 2% of extra credit and only one review will be accepted. Please email me by February 28<sup>th</sup> if you wish to choose this option and include your chosen research article so that I can approve it. **NOTE:** The same journal article must **NOT** be used for any other assignments in this course. You will **NOT** receive any extra credit if the same article is used for another assignment. To receive credit, you must follow these guidelines:

- Completed reviews must be submitted to me via email ([kobelsky@uvic.ca](mailto:kobelsky@uvic.ca)) no later than 8:00pm on the last day of class (Apr 5<sup>th</sup>). Late submissions will NOT be accepted under ANY circumstances.
- Reviews must be typed and be formatted in APA style.
- Fully identify the title, author(s), source, and year of the article. The article must be included as a stable link in your References section.
- Clearly summarize the psychological concepts in the article, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

## COURSE GUIDELINES & EXPECTATIONS

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Part of my role in this course is ensuring that students are succeeding! If you have questions about the course material, please ask me during class, contact me via email, or arrange for a one-on-one meeting (in person or via Zoom).

### What Students can Expect from Me

**I am available to help:** I am available to help via e-mail and during office hours. For e-mail, please include “PSYC 260: [brief description of your email]” in your subject heading and **before you compose your e-mail, check the course syllabus, notes, with your classmates, and on Brightspace for the answer to your question.**

Please attend office hours for your more detailed or complicated questions. I will be available during office hours to discuss your grades, understanding of the material, or discuss more generally your interest in Psychology. **Remember: It is better to contact me earlier in the term rather than later if you are struggling so we can work on an education plan together.**

**\*NOTE:** Please DO NOT email me through Brightspace, as emails do not always make it to my inbox.

**I will upload summary notes/slides and supplementary material on Brightspace.** Summary notes and course slides that cover core concepts from the textbook will be uploaded. Supplementary material, which is designed to provide more in-depth examples and information related to core concepts, will also be uploaded. Materials will be released on a per-chapter basis.

**We will give and receive feedback.** The TA and I will provide feedback (typically through grading rubrics) and we are happy to meet with you during office hours to discuss the feedback. We’re also open to receiving constructive feedback about your experiences within the course.

### What I Expect from Students

Psychology is a scientific discipline, and as such it requires considerable thought and time to develop an understanding of psychological research and principles. I expect students to complete the assigned readings, to attend and engage in office hours when needed, and to spend time each week working to understand the course material.

**Conduct yourself appropriately.** You should listen to and interact with others in a respectful manner. We are all very diverse and have different values, beliefs, and opinions. Please maintain an open mind to these differences. You may argue with others who hold opinions different from your own, but you must always remain respectful.

Given the prevalence of psychological disorders, you may find that this course has personal relevance to you. While personal connection and examples can make content more meaningful, and contribute to retaining that information, please consider carefully what and when you share during class. Remember, this is a large classroom environment and while we strive to provide a safe, inclusive classroom, we cannot guarantee that what you share will remain private or that others will respond in a sensitive and understanding way.

If you have thoughts or questions about course content that stem from your own experiences, we encourage you to consider sharing these in such a way that you do not specifically disclose

personal experiences. This can be done by phrasing your statements/questions so that they are not referring to a specific person. For example, “*because my aunt has Alzheimer’s disease, I’m wondering ...*” could instead be asked as, “*it seems like a lot of people might get Alzheimer’s disease when they get older, I’m wondering ...*”. Also, please remember that **psychological processes are complex**, and that **one person’s individual experience may not reflect general trends or common symptoms**.

**Provide constructive feedback.** We are always looking for ways to improve the course to facilitate learning. You are highly encouraged to provide constructive feedback about your experiences in the course. Please see us in office hours to discuss your concerns or suggestions.

#### *Course Experience Survey*

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). You can complete the CES at a time of your choosing during the last two weeks of classes.

**Attend office hours regularly.** Attending office hours regularly will help to increase your understanding of the material will provide you with opportunities to engage with and discuss the material with the instructor and your classmates. Bring your questions and ask for clarification. Or, bring examples that illustrate some of the concepts that were helpful to you (this could be a video, article, or your own knowledge).

**Let us know if there are any special circumstances.** We learn in different ways and with varying degrees of success. If you know of any factors in your life that hinder your ability to learn up to your potential in this course, please contact the Centre for Accessible Learning (formerly RCSD), <https://www.uvic.ca/services/cal/onlineservices/register/index.php>. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

#### SUPPORTING AN EFFECTIVE LEARNING ENVIRONMENT

Please read through the course outline carefully. It contains a lot of useful information and likely answers a lot of questions related to what is expected for this course. If you still have questions or any other concerns about this course, please approach us as soon as possible! We are happy to assist you wherever possible and we want all students in this course to feel supported. For any concerns that are urgent or of a sensitive nature please contact us via email and we can arrange a meeting which is most comfortable for you (email, text-chat, audio call, or video conference). If sending an email, remember to please include “PSYC 260” along with other relevant information in the subject line to prevent emails from being accidentally sent to an incorrect folder. We will respond as promptly as possible, if you do not hear from us within 48 hours, please send a gentle reminder email.



**RESPECT FOR DIVERSITY**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so we can make arrangements for you.

**Changes to this syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. There may be dates or topics that change based on the needs of the course. If this occurs, the instructor will communicate these changes in a timely manner to students through the appropriate channels (e.g., class announcements, posted to Brightspace).

**Copyright Statement:** All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. 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).



# 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](mailto: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](mailto:onlineconduct@uvic.ca)

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. 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/>.

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<sup>1</sup> 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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://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](http://uvss.ca)!

### **Academic Important Dates**

#### Winter session - second term (January – April)

Monday, Jan 9 <sup>th</sup>	Second term classes begin for all faculties
Sunday, Jan 22 <sup>nd</sup>	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 <sup>th</sup>	Last day for adding courses that begin in the second term
Tuesday, January 31 <sup>st</sup>	Last day for paying second term fees without penalty
Sunday, Feb 12 <sup>th</sup>	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 <sup>th</sup> - Feb 24 <sup>th</sup>	Reading Break for all faculties
Tuesday, Feb 28 <sup>th</sup>	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 <sup>th</sup>	Last day of classes in second term for all faculties
Apr 11 <sup>th</sup> - Apr 26 <sup>th</sup>	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](http://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](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://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/](http://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/](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: <https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>