

*We acknowledge and respect the lək'wəḡən 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.*

*I recognize how privileged I am to learn, work, and play on this beautiful territory.*

# Psychology 431i A01



## Psychology and Law

Spring (Jan-Apr) 2023 (CRN: 23981)

*\*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).*

## Psyc 431i A01 – Psychology and Law

Spring (Jan – Apr) 2023 (CRN: 23981)

M, Th 11:30am – 1:00pm

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## MEET YOUR INSTRUCTOR

**Instructor:** Dr. Jessica Rourke

My degrees are in Social-Personality Psychology, with my main area of research being forgiveness. In addition to teaching at UVic, I teach online at TRU, and have either worked or volunteered in the field of restorative justice for over a decade.

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

**Office hours:** TBA



### Contacting Your Instructor:

- Please come to my office hours or contact me at: [jrourke@uvic.ca](mailto:jrourke@uvic.ca). Do not message me through Brightspace (I will not receive it!)
- ***Please include "Psyc 431i" in the subject line of your e-mail*** and make sure you include 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 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. 7 – 9.

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## Course Delivery & Learning Outcomes

This a 4th year seminar class which means you are expected to meaningfully 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).

Although I will do some lecturing, a large portion of class will be discussion-based. I encourage you to bring additional readings, knowledge, and insights from personal experiences into the course. My goals are that by the end of this course you will be able to:

- Engage in meaningful discussion about 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 and discuss alternatives to our current, mainstream approach to justice-seeking
  - Identify and reflect upon ways in which knowledge from psychology may help to improve our criminal justice system
- 

## Respect for Diversity

My intent is that students from diverse backgrounds, perspectives, and life experiences be well-served by this course, that students' diverse learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

I aim to present materials and activities that are respectful of diversity, including such things as: gender, sexuality, ability, age, body-size, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. In a constructive way, please let me know how I might improve the effectiveness of the course for you personally or for other students or student groups. If any due dates/test dates conflict with meaningful religious or cultural events in your life, please let me know so we can address that.

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## Prerequisites

PSYC 300A and two of 320, 330, 375, 376, 385, 386 are prerequisites for this course. Additionally, you must also have completed, or be currently completing, PSYC 300B. Being allowed to register in a course without having completed the prerequisites is rare. If this were to occur, and you remained in this course without having completed the prerequisites, you would be doing so at your own risk.

\*Successful completion of this course DOES NOT exempt you from having to complete the prerequisites at a later date if they are required for your degree program.

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## Course Website

On Brightspace you will complete/submit your two tests. I will also post:

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

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 most of your assignments. There will also be 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, please 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.***

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. Please see information on what constitutes letter grades at UVic in UVic's course policies, beginning on p. 13.

## 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.** Late submissions of assignments are accepted – please see p. 11 for more information.

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 UVic Course policy information beginning on p. 13.

## 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 09, 12	<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/Revue Canadienne des Sciences du Comportement, 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</i>, <i>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 16, 19	<b>Police (use of force)</b>  <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</i>, <i>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</i>, <i>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 22: Last day to drop a course without penalty; JAN 25: Last day to officially register in a course</b>		
JAN 23, 26	<b>Police (police stress &amp; suspect mental illness)</b>  <b>Profiling</b> <b>*PLEASE NOTE:</b> In the Petherick & Brooks (2020) reading (end of p. 10 to end of p. 11) is the description of a fictitious murder, which provides details of things done to the body post-mortem (after death), including sexual acts and mutilation ( <u>please feel free to skip over that part</u> )	<p>Kocsis, R., Irwin, H., Hayes, A., Nunn, R. (2000). Expertise in psychological profiling: A comparative assessment. <i>Journal of Interpersonal Violence</i>, <i>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</i>, <i>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></p>
JAN 30, FEB 02	<b>Profiling</b>  <b>Investigations (techniques)</b>	<p>Porter, S., Rose, K., Dille, 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</i>, <i>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 06, 09	<b>False confessions</b>	<p>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>, <i>11</i>(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></p>

FEB 13, 16	<b>Test 1</b>  <b>Class presentation prep</b>	The test will be open book and ONLINE (Brightspace) during class time on FEB 13 and will cover material from JAN 09 onward  On Feb 16, you will be given In-class time to prepare for upcoming presentations; this class is ONLINE (Zoom link on Brightspace)
<b>FEB 20 – 24: Reading Break, no classes, no readings; FEB 28: Last day to officially withdraw from course without penalty of failure</b>		
FEB 27, MAR 02	<b>Trauma-informed practice</b>  <b>Presentation</b> (psychological disorders in the courtroom) – class may be online – group will let us know by Feb 13	Trauma-Informed Practice Guide – read pgs. 2, 3-7, 9, 10, 12-15; 19-26. Access it at: <a href="http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf">http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</a>  Watch (11 minutes; information on collaborative courts...might be relevant to your Court Report!): <a href="https://www.youtube.com/watch?v=3WxvUFzrMDc">https://www.youtube.com/watch?v=3WxvUFzrMDc</a>
MAR 06, 09	<b>Sexual Assault (court system’s approach to prosecuting sexual assault cases &amp; the gaps that exist in this system)</b>  <b>Presentation</b> (eyewitness testimony) – class may be online – group will let us know by Feb 13	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/yvxi4j/what-day-two-of-the-ghomeshi-trial-tells-us-about-victim-blaming-credibility-and-traumatic-memories">https://www.vice.com/en_ca/article/yvxi4j/what-day-two-of-the-ghomeshi-trial-tells-us-about-victim-blaming-credibility-and-traumatic-memories</a>  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>  Watch (4 minutes): <a href="https://www.youtube.com/watch?v=ChgPk2OiZCw">https://www.youtube.com/watch?v=ChgPk2OiZCw</a>
MAR 13, 16	<b>Presentation</b> (deception) – class may be online – group will let us know by Feb 13  <b>Presentation</b> (jury selection, decision-making & sentencing) – class may be online – group will let us know by Feb 13	Watch (3 minutes – start at minute 1:29): <a href="https://www.youtube.com/watch?v=nyDMoGjKvNk">https://www.youtube.com/watch?v=nyDMoGjKvNk</a>  Watch (3 minutes): <a href="https://www.youtube.com/watch?v=rJgGvY8Yeyg">https://www.youtube.com/watch?v=rJgGvY8Yeyg</a>
MAR 20, 23	<b>Indigenous Peoples in Canada’s CJS</b>  <b>*one class this week will be online (depends on when our guest speaker will be attending – Zoom link on Brightspace)</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 27, 30	<p><b>Presentation (prison environment &amp; parole)</b> – class may be online – group will let us know by Feb 13</p> <p><b>No class (March 30)</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>No class on March 30 is to make up for the time you are required to spend attending a court session/reading court transcripts for your court report</p>
APR 03, 06	<p><b>Restorative Justice</b></p> <p><b>*PLEASE NOTE:</b> the optional Dalhousie Dentistry reading this week discusses sexual harassment, including violent and sexually prejudiced statements.</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><u>Optional reading:</u> 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>
APR 12	<p><b>Test 2: Course Critical Reflection, due via Brightspace by 11pm PST</b></p>	<p>Test 2: Course Critical Reflection, is due to Brightspace by 11pm on APR 12 and will require you to comprehensively reflect on course material covered since Test 1 (class presentation material is NOT covered on this test)</p>

## Progress Evaluation and Due Dates

Due Date	Value	Brief Description
<b>Bonus Grade!</b> Due January 13 <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 via Brightspace by 11pm FEB 05 <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 11pm MAR 28 <sup>th</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. *A creative option is also offered for your second reflection  <b>**</b> Your reflection is due the week the article is assigned/presentation occurs (i.e., prior to the start of the following week's class)
<b>Class Presentation</b> You will sign up for a date on which to present: MAR 02, 09, 13, 16, 27	15%	In a group of 5, you will lead the class for 60 minutes. I will give you some time in class to work on your presentations.
<b>Court Report</b> Due FEB 27 <sup>th</sup> , hard copy, handed in at beginning of class	22%	Attend or review transcripts of criminal court proceedings and write a 7 – 10 page paper.
<b>Tests</b> FEB 13 & APR 12	33% (1 <sup>st</sup> @ 18%; 2nd @ 15%)	Both tests are open book. The first will take place online, during class time, via Brightspace. The second will be a take-home, critical course reflection, submitted to Brightspace.

**\*\*\***If you complete the 2 tests and the Court Report, you will be considered to have completed the course. Failure to complete any of those elements will result in a grade of "N", regardless of cumulative percentage of all other elements in the course ("N" is a failing grade and factors into GPA as a "0"). In accordance with UVic's policies, if you complete all course requirements (2 tests, Court Report), you are not eligible for an academic concession. This means you can only request a deferral for the completion of the required course components (2 tests, Court Report) and not for non-essential components. **\*\*\***

## Assignment Details

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### Mandatory Course Components

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- Writing both tests + the Court Report, are mandatory completion requirements to pass this course (not doing so will result in a grade of “N”). Please see p. 10 for further (and important!) details.

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### Tests

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- There are 2 non-cumulative, open-book tests in this course. The first (a series of short answer questions) will be written online during class time, the second (either a series of short answer questions or one larger, integrated question) will be given as a take-home test (due to Brightspace April 12). There is no final exam during the formal exam period.

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### Assignment Submissions

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- Most assignments will be submitted to Brightspace. Please submit in either Word or PDF format. The exception is your Court Report essay – you are asked to submit a hard copy of that at the start of class on its due date.
- 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 an assignment is late (without a formal extension), 5% will be deducted from your total grade on that assignment. Please see p. 5 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.***

**Below is information from UVic about various resources for student wellness, and important academic dates and policies**

### **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: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021 Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca) Web: <https://www.uvic.ca/sexualizedviolence/>

## **BE WELL – Taking Care of Myself**



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/>

**UNIVERSITY OF VICTORIA:**  
**Department of Psychology**  
**Important Course Policy Information: Spring Session 2023**

### **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)

Instructors value 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 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%).

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

### 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 Chair of the department; 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/>.

### 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 September 2022.

**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. Medical documentation is not required.

- **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. 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
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 5 <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