



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



PSYC 491 (A01): Psychology of (Im)migration

Spring 2023 | CRN 22892 | Face-to-Face

Meeting Times: Mondays, 4:00pm to 6:50pm

Location: Clearihue Building (CLE) – C Wing – 113

Instructor: Dr. Nigel Mantou Lou (he/him)

Email: nigellou@uvic.ca (Please follow the below email etiquette¹)

Office hours: Thursdays 3 to 5 pm; attend in person or online

In-person (Office): Cornett A-240

Online (Zoom): <https://uvic.zoom.us/j/83279767354>

You need to enter the **passcode (772255)** to join. If you are in a waiting room, it means that I am meeting a student.

I will admit students one by one in the order of the waiting room.

Research Assistant for
Community-engaged Project:

Jessica Willows

Email: jwillows@uvic.ca

Welcome!

Welcome to the 2023 Spring, in-person *Psychology of (im)migration class!* I am thrilled that you are joining me in this 400-level **community-oriented** class, and I am excited to learn with you this semester. We'll all do our best to persevere and learn together despite this challenging time. To succeed in this course, you may create weekly schedules, **engage weekly with your community/organization (e.g., volunteer)**, reflect on your learning experiences, keep up with the assigned readings and assignments, and start your final project early. It is extremely important to me that you all understand the concepts covered in class clearly, so please don't hesitate to attend office hours and reach out to me. Whenever you ask questions, you give me an opportunity to do my job. You can also come in to talk about the course, study skills, your background, your career goals, advice for future courses etc.

I take a special interest in students improving their skills and my office hours are always open to discuss this.



What is in this syllabus?

Welcome Message	1
Course Description	2
Course Materials	3
How will you be evaluated?	4
Weekly schedule and activities	8
Important considerations	9
Take care of yourself.....	10
Department of psychology policy	11

¹ **Email etiquette:** You should include “PSYC491” in the subject line and include your name and student number at the end of your email. I will try my best to respond to your emails within 48 hours (don't hesitate to send a reminder if I forgot to email you back). However, if you email me the night before the assignment is due, you may not get a prompt response. I can answer brief questions regarding material via email. If your question is somewhat intricate or have many questions, please see me during office hours/after class.



Course Description and Learning Objectives

What is this course about?

Canada has been described as an ideal home for many migrants. In Canada, 23% of the total population is foreign-born (Statistics Canada, 2022). The goal of this course is to learn about migrants' diverse experiences through lectures, discussion, individual/group assignments, community engaged learning (e.g., volunteer), and reflections. To facilitate your community-engaged learning, we have partnered with four community organizations: [Intercultural Association of Victoria](#) (ICA), [Victoria Immigrant & Refugee Centre Society](#) (VIRCS), [Here in Canada](#) Magazine, and [Vancouver Island Counselling Centre for Immigrants and Refugees](#) (VICCIR).

- (1) **In class**, we will focus on psychological theories and research in social, cultural, developmental, and educational psychology. Topics to be addressed include: (i) migrants' individual development, including acculturation, identity, and language development, (ii) causes, forms, and experiences of prejudice and discrimination against migrants, (iii) social influences and life-span consideration for migrants' experiences, (iv) migrants' experiences in family, education, workplace, and clinical contexts, and (v) strategies for promoting equity, diversity, and inclusion. Throughout the course, the Canadian and American contexts of migration will be emphasized, international and other migration contexts will also be mentioned.
- (2) **In your community-engaged learning**, you will volunteer in one of the four migrant-serving organizations for one semester (see timeline and details are on BrightSpace). In addition, you will report and reflect on your community-engaged experience weekly and connect your experiences to your in-class learning. You will also connect your community-engaged learning meaningfully to your individual & group assignments.

Intended Learning Outcomes.

Upon completion of this course, you will be able to:

- (1) describe key concepts, principles, and theories in psychology of immigration accurately.
- (2) analyze migrants' experiences, historical and contemporary events, and media and popular culture about migrants' experiences using relevant psychological concepts and theories.
- (3) utilize psychological concepts properly to facilitate effective communication and collaboration with classmates from diverse abilities, backgrounds, identities and cultural perspectives.
- (4) interpret graphical representations of psychological research and statistical outcomes accurately.
- (5) search and review the scientific literature effectively and create a set of research paper and knowledge mobilization product that inform a particular topic related to the psychology immigration
- (6) demonstrate presentation skills and effective communication (both oral and written) with migrants, community organizations.

Important registration status and dates: The pre-requisite for this course is PSYC300A. You are responsible for verifying their registration status (by drop deadline: Jan 22) to ensure you are registered in courses you have been attending. The last day to add courses is Jan 25. Course adds after this date will require a Course Change form and are subject to the approval of the Director of the Academic Advising Centre. Course adds and drops will not be processed after the deadlines set out in [UVic Calendar](#).





Course Materials – What do you need for this course?

Required Readings:

This class does not have a required textbook but uses *selected readings* in conjunction with each lecture. Most of the materials that students are expected to read before class are published in academic journals and handbooks. You will find the articles/book chapters on BrightSpace.

Although required readings will be supplied throughout the course (on BrightSpace), students will also be required to conduct their own independent literature search and reviews for assignment purposes.

Required reference format

- APA style. See: American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Kluwer Academic Publishers
- The [Owl at Purdue](#) is a good online resource of common APA formatting style:

Course website:

- (1) For course materials (e.g., Slides): We will use UVic BrightSpace (<https://bright.uvic.ca>).
- (2) For knowledge mobilization (Assignment 1): we will also use Online Academic Community (OAC; onlineacademiccommunity.uvic.ca/) to distribute the knowledge that you create.

Course format (what do we do in class?):

Students will learn in class and from community partners.

- (1) During class time, we will have two components – lecture and seminar. The lectures will supplement the readings by elaborating upon and clarifying the material. I will also introduce concepts and research not covered in the readings. In the seminar portion of this course, you will engage in discussion and class activities based on your weekly readings. You are expected to complete all assigned readings prior to our time together so that you are able to participate in in-class activities and group discussions.
- (2) Community-engaged learning. You will volunteer in a migrant-serving organizations for one semester (usually 2 hours per week). You will reflect on your learning experience and connect to the theories, research, and concepts you learn in class or in readings.

Required Technology:

The University of Victoria has established [minimum technical requirements](#) for students to participate in learning environments – see <https://www.uvic.ca/systems/status/features/min-tech-requirements.php> for more information on the requirements.

Contact UVic's computer help desk (see their website for various contact options and hours of operation for any technology questions/issues:

<https://www.uvic.ca/systems/services/helpsupport/computerhelpdesk/>



Assessments - How will you be evaluated?

The assessments for this course are designed to encourage you to use active learning strategies which will allow you to engage much more effectively with the content and to retain the information for longer periods of time. Simply reading the assigned papers or attending lectures are not enough and generally not an effective way to learn – you forget the information after a while. *Active learning* involves summarizing content, critical reflection, asking questions, practicing the techniques, and problem-solving. Using these strategies allows you to process the content of this course at a deeper level.

You are expected to complete all course requirements. Note that you must complete the individual assignment and the final exam to receive credit for this course. Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. 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 and not for non-essential course components.

Your final grade in this course will be based on the following criteria:

Assessment	Weight	Date(s)/ Notes
A. Weekly reflection (due every Sunday at 11:59 pm) You will receive prompts to reflect on the reading, movie, in class learning experience, volunteering experience, and/or your project etc.	12%	Due every Sunday at 11:59 pm. See Brightspace.
B. Active participation and in-class activities Students are expected to read the required articles each week with the aim of addressing various questions raised in class. All students are expected to participate in person.	8%	Some lectures will have in-class activities (e.g., minute-paper, mini-presentation, discussion.)
C. Knowledge mobilization (Individual assignment)	25%	
First submission	(15%)	March 1 st
Peer review	(2%)	March 10 th
Revision and final submission to the OAC course website	(5%)	March 27 th
Reflection	(3%)	March 27 th
D. Mock textbook chapter (Group project; 3 to 4 students a group)	33%	
In class presentation	(10%)	April 3 rd
Chapter final submission	(20%)	April 8 th
Reflection	(3%)	April 8 th
E. Written exam (in class; 80 minutes)	22%	March 20 th



Bonus Point: Participation in Psychology Research

Purpose: Experiential learning is considered an integral part of the undergraduate program in Psychology. Participation in research is one example of this. A number of undergraduate courses have been expanded to include opportunities for Psychology students to volunteer as research participants enabling them to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience.

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 2% in PSYC 491(A1) by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 60 minutes of participation will earn 1 SONA participation credit, and one SONA participation credit is required to earn a 1% contribution towards your grade in PSYC 491(A1). Thus, to earn their full **2% for Research Participation** in PSYC 491(A1), students need to earn two (2) SONA participation credits. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research".

Please note that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which she/he participated.

How do I sign up?

For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure



to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course.

When should I sign up?

Right away, the sooner the better!!! You should try to spread your participation out over the term, if you wait until the last possible day then there may not be studies available to you. The last day to participate for credit is the last day of term, April 6th.

Where can I get more information, instructions, help with login problems etc?

Research Participation Coordinator: psycresearch@uvic.ca
SONA system website: <http://uvic.sona-systems.com>

Alternative to participating in research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short summaries (1 page double spaced, 12 pt. times New Roman font, ¾ inch margins) of a **journal article about the psychology of immigration from approved journals** (see list below). Each article review counts as one percentage point and will be marked on a pass/fail basis. To receive credit, you must follow specific guidelines. The review must:

- Be submitted on BrightSpace by noon on Apr 8th, 2023. Late submissions will not be accepted under any circumstances. E-mail submission will not be accepted.
- Be typed using 12-point font, Times New Roman, double spaced, ¾ inch margins, no longer or much shorter than one page.
- Be on articles published in 2020 and after from the following journals: *International Journal of Intercultural Relations*, *Journal of Cross-Cultural Psychology*, *Journal of Immigrant and Minority Health*, *Journal of Ethnic and Migration Studies*.
- Fully identify the title, author(s), source and date of the article. A PDF copy of the article must be submitted in the drop box along with your review. No links to online articles! Students who do not submit a PDF copy of their article along with their summary will receive a mark of zero. A link/url is not sufficient – they often don't work, and I won't click on unknown links anyway!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Why or why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

Each review will be worth 1% of extra credit and a maximum of two reviews will be accepted. Students may complete any combination of a) participation in research or b) article reviews up to a total of 2% credit.



[Cut-off Points](#) for Final Grades

A+	A	A-	B+	B	B-	C+	C	D	F
90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	50-59	0-49

The final letter grade in the course will be based on a total rounded percent score. For example, 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89%(A). **Final grades are final.** An error in calculating the final grade is the only reason that a grade will be adjusted. I feel the pain of all students who earn a final percentage that comes “so close” to the next rung on the grade ladder, but that pain is not a good reason for me to adjust your mark. I am firm on this policy: I will not increase your grade at the end of the term just because it is close to a cutoff, nor will I help you mine for marks in previously graded material.



Weekly schedule and activities (*tentative – subject to minor changes):

Lecture slides will be posted on BrightSpace, but the slides provide only an outline of what is discussed in class. If you miss a lecture, you are strongly encouraged to contact other students to review the notes and catch up on material not covered in the slides. The following is a *tentative* schedule. The instructor reserves the right to make changes as the course progresses.

Week	Date	Topic	Reminder
1	Jan 9.	Class introduction: Who are (im)migrants?	Every student should read the syllabus carefully. Students complete the class survey (on BrightSpace) by Jan 14. Students do not attend the first class or complete the survey may be dropped.
		Introduction to the community service, orientation, and sign up (Jessica Willows: 6:00 to 5:50).	
2	Jan 16	Community-engaged learning training (Rhianna Nagel)	Students have a group assigned by the end of this week.
		Acculturation process and adaptation.	
3	Jan. 23	Watch Recorded Video: Managing multicultural identity and Individual differences in cultural adaptation	Student volunteer appointment begin. Student must create an account on OAC (https://onlineacademiccommunity.uvic.ca/) and login once using your NetLink ID by Jan. 30 th .
		Organizations Tours	
4	Jan. 30	Library workshop (Monique Grenier): How to do literature search for the psychology of immigration.	Students can start setting up group meetings with Jess to discuss your group assignment.
		Language learning and intercultural communication	
5	Feb. 6	Migrants in the educational context	Watch the video: How to find immigrant-related information for your assignment (e.g., Statistics Canada)
		Guest lecture - Family dynamics (Dr. Hali Kil)	
6	Feb 13.	Knowledge Mobilization Workshop: Infographics (Rich McCue: 4 to 5pm)	1. Please complete the pre-workshop materials : 2. Please also bring one article that you want to discuss and use for the activity.
		Immigrants in a life-span developmental perspective.	
7	Feb 20	Family Day and Reading Break – no class Volunteering schedule may differ, but please communicate ahead with your organization	Reflection (2%): Watch a movie about family dynamic and reflect on a couple of questions.
8	Feb 27	Prejudice and Discrimination	Individual assignment due on March 1 st
9	March 6	Guest lecture (Dr. Nancy Clark): Research on Migration and Mental Health (4 to 5:10 pm)	-Activity (2%): Each student should submit one slide for the research they found about COVID and immigration by March 4 th -Peer review assignment due on March 10 th
		In-class activity: COVID and migration	
10	March 13	Integrating your individual assignment to OAC (by Katy Chan)	
		Mental health and resilience	
11	March 20	Written exam (paper and pen; 80min)	Exam content: Week 1 to Week 10's lectures & readings
		Guest lecture (Macayla Yan): Counselling and working with immigrants	
12	March 27	Indigenizing acculturation research; Reconciliation and building relationships between immigrants and Indigenous Peoples	Final submission of individual assignment (to OAC) by March 29 th
		Wrap-up: What we know and what we can do.	
13	April 3	In-class student presentation; class celebration	Group assignment (chapter) – final submission due on Apr 8 th

Important considerations

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 both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my 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 me know ways to improve effective learning and respectful conduct. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Attendance and absences: To succeed in this course, you should attend every class because I will present a great deal of material not covered in your textbook and expand on important points in the text. But extenuating circumstances may arise that can make this difficult to attend every class. If you cannot attend a class, I would encourage you to ask your classmate to share their notes with you, and I also encourage everyone in this class to help each other out when your classmate ask for your help. Policies regarding undergraduate student academic concessions and deferrals are also detailed in the Undergraduate Records Students must submit a Request for Academic Concession.

Child Care and Child-Friendly Policy: I believe that if we want diversity in academia, we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem-solve with you in a way that makes you feel supported as you strive for a school-parenting balance. Come talk to me about how I can make you feel supported. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Class recording: Be aware that sessions in this course may be recorded to allow students who are not able to attend to watch later. The recording will be posted on Brightspace. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca.

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 copyrightlaw, 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 (AC 1300).



Take care of yourself!



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

Social Life, Friends, & Community at UVic: Having a social network is an extremely important foundation for positive mental health. There are 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/>

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: Office of Equity and Human Rights, Sedgewick Building, Room C115 Phone: 250 721 8021 Email: svpcoordinator@uvic.ca Web: <https://www.uvic.ca/sexualizedviolence/>



UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 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. 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 class². 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)

I 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 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 Chair of the department; third, the Dean of the faculty; and finally, the Senate.

² Syllabi belong to the department through which the course is administered.

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; 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. 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.

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.

University of Victoria Students' Society (UVSS)

The [UVSS](http://uvss.ca) 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

Spring session - second term (January – April) 2023

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
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 5 th	Last day of classes in second term for all faculties
Apr 11 th - Apr 26 th	Second-term formal examination period

