

Psychology 205 (A01) The Psychology of Diversity
Term 202401 CRN 22808

We acknowledge and respect the Lək'wəḡən (Songhees, Esquimalt) Peoples on whose territory the university stands, and the Lək'wəḡən and WSANEC Peoples whose historical relationships with the land continue to this day.

Instructors:

| | Co-Instructor | Co-Instructor |
|---------------------|--|--|
| <i>Name</i> | Dr. Emily Haigh | Dr. Cathy Costigan |
| <i>Office</i> | Cornett A241 | Cornett A170 |
| <i>Email</i> | Emilyhaigh@uvic.ca | costigan@uvic.ca |
| <i>Phone</i> | 250-472-4869 | 250-721-7529 |
| <i>Office Hours</i> | Thursday 10:00-11:00 or by appointment | Monday 3:00 – 4:00 or by appointment |

Co-Facilitators:

| | Co-Facilitator | Co-Facilitator | Co-Facilitator |
|---------------------|--|--|--|
| <i>Name</i> | Cole Kennedy | Erin Light | Jessica Li |
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| <i>Office Hours</i> | By appointment | By appointment | By appointment |

Class Time & Place: Wednesdays from 4:30 pm – 7:20 pm, HHB 105

Required Text: There is no required text for this course. There will be approximately three required readings each week.

Course Website: A course website on Brightspace will be used for posting the course outline, slides used during lectures, assignments, grades, etc.



Course Description: This course is designed to introduce you to psychological research and theory related to individual differences. We will discuss diverse cultural worldviews, identity development (including the influence of social factors related to gender and race/ethnicity), and errors in thinking that lead to bias (e.g., confirmation biases). We also discuss culturally diverse perspectives on mental health and well-being, individual, relational, and structural risks and advantages, theories such as minority stress theory and social models of disability, and tools for social change (e.g., decreasing prejudice, stigma). Students develop tools to be critical thinkers, including perspective taking, curiosity about others with different life experiences, self-reflection, humility, and self-awareness of personal assumptions and areas of privilege.

Learning Objectives. By the end of this course, you should be able to do the following:

1. Understand that our sense of self is dynamic and constantly changing over the course of our lifetime and that our identities are complex and multi-faceted.
2. Describe ways in which our environment, our experiences, and our biology, and the interactions among these forces, collectively shape our identities and well-being.
3. Appreciate the many factors that contribute to our diversity and uniqueness as individuals and at the same time, to recognize the factors that bind us together as human beings.
4. Define and apply concepts of equity and inclusion to the study of marginalized identities, and understand their relevance to racism, ableism, neurodiversity, heterosexism, and non-binary gender identities.
5. Understand processes related to oppression and recognize social and structural risks that lead to inequities and a lack of inclusion.
6. Identify theoretical and empirical frameworks for understanding and evaluating research in diversity at within-person, between people, and between-groups levels.
7. Work effectively with a diverse group of individuals and understand how to contribute to the creation of a sense of community and belonging for students
8. Confidently share ideas and opinions with peers.

Prerequisites. The prerequisites for this course are PSYC 100A and PSYC 100B. Students who remain in courses for which they do not have the prerequisites do so at their own risk.

About the Facilitators

Cathy Costigan is a clinical psychologist and Full Professor in the Department of Psychology at UVic. She was raised in the United States by parents with Irish (dad's side) and Swedish, Norwegian, and French (mom's side) backgrounds. Cathy completed her graduate education and postdoctoral fellowship in the U.S. and immigrated to Canada over 20 years ago to take up an Assistant Professor position at UVic. Cathy studies the role of family relationships in shaping and responding to children's social-emotional adjustment. In doing so, she also examines various ways in which structural and contextual factors support families or create additional stressors. Much of Cathy's research has focused on the strengths and challenges faced by immigrant and refugee families, including the creation and evaluation of interventions to promote strong family ties among families who are new to Canada.

Emily Haigh is a clinical psychologist, Associate Professor and Chief Mungo Martin Research Chair in Indigenous Mental Health in the Department of Psychology at UVic. She is Anishinaabe on her mom's side, with family from the Sault Ste. Marie Historic Métis community and Thessalon First Nation (Robinson-Huron Treaty Territory). Her dad's family is from England/Scotland. Emily grew up in Toronto and completed her undergraduate degree at McGill University. She completed her graduate education and a postdoctoral research fellowship in the U.S. Before joining UVic in July 2022, she was an associate professor at the University of Maine. Much of Emily's research has investigated mainstream cognitive and emotional theories of depression and self-injurious behaviors. In recent years, she has shifted her focus to centre Indigenous knowledge and approaches to mental wellbeing.

Cole J. Kennedy is a Clinical Neuropsychology Doctoral Student in the Department of Psychology and a Student Senator at UVic. His ancestral background is unknown on both sides. Originally from Vancouver, B.C., Cole moved to Victoria in 2017 to complete his undergraduate (2021) and graduate degrees at UVic. Cole is a member of the CORTEX lab and a student affiliate of the Institute on Aging & Lifelong Health. Inspired by his experiences supporting survivors of brain injury in the community, Cole's previous research examined the clinical sequelae and management of sport-related concussion in elite athletes, whereas his more recent research aims to better the lives of those living at the intersections of brain injury, mental health, and addictions through a variety of community-engaged and patient-oriented approaches.

Erin Light is a second-year PhD student in the clinical lifespan stream at UVic. Her research focuses on early risk and protective factors related to children's mental well-being, specifically anxiety. She is also passionate about incorporating qualitative methods in her research, particularly when exploring parent-child interactions and communication. Her work seeks to extend the current understanding of early risk factors for later mental health challenges that can be applied to interventions and better support for families.

Jessica Li Jessica is a second-year master's student in Clinical-Lifespan psychology. Her master's thesis examines ethnic/racial minority immigrants' attitudes towards Indigenous peoples and issues. Her other research interests include health & mental health care accessibility and the impacts of intergenerational trauma. Originally from Calgary, Alberta, Jessica thinks the Stampede isn't complete without the Bloomin' Onion.

Course Requirements and Evaluation

This course requires attendance, preparation for, and active participation in class. Final grades in this course will be a simple Pass/Fail (technically COM/F/N). Please note, however, you are still being evaluated during the term and must complete all work as assigned. Specifically, students can earn up to 20 points across planned activities. In order to receive a passing grade, you must earn at least 14 points. Points will be earned based on the following specific elements:

| <i>Evaluation</i> | <i>Date</i> | <i>Possible Points Earned</i> |
|--|-----------------------|-------------------------------|
| In class (family) activities | Weekly (n = 10) | 4 |
| Reflection Vol 1 | February 2 by 4:00 pm | 4 |
| Reflection Vol 2 | March 1 by 4:00 pm | 4 |
| Reflection Vol 3 | March 22 by 4:00 pm | 4 |
| Reflection Vol 4 | April 12 by 4:00 pm | 4 |
| Total possible points | | 20 |
| Research participation (optional) | Throughout term | Optional .4 |
| Enrichment activities (optional) | Throughout term | Optional up to .8 |
| * Students who have completed the following elements will be considered to have completed the course: 4 of the 4 Reflections. Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative score of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. Students can request deferrals for the completion of required course components, but not for non-essential course components. | | |

In class (family) activities

Much of the learning in this class will come from active engagement in the material during class time. Students will be grouped into five “Neighbourhoods” and further divided within Neighbourhoods into “Families.” Each student is a critical member of a family and an important value in this course is to show up for each other. Part of each class will be devoted to small group exercises. These small groups will be an opportunity to engage with the course material and share relevant insights, knowledge, or experiences with each other.

Each group will submit one collective record of their discussion, which will be marked either Developing (.2 point) or Proficient/Extending (.4 point). Students who are not present for the in-class activities will receive 0 points for the missed assignment. The in-class assignments are worth 4 points towards the total course grade. The family activity will **not** be graded during the first class. Therefore there are 11 total in-class activities. As explained below, your final in-class activity points will be based on 10 activities (maximum points = .4 points per week X 10 weeks = 4 points).

What if I miss a class and an in-class activity? We recognize that students fall ill, or other unexpected events occur, and therefore we allow each student one “free” missed class without explanation. That is, your lowest activity mark will be dropped when calculating your final grade (in the case of a missed class, that lowest mark will be a “0”), and you can miss one class and still receive full 4 points for in-class (family) activities.

If you miss more than one class/activity, you can complete make-up assignments for up to **three** additional missed in-class (family) activities. You can do this with a combination of Enrichment Activities (to make up for 2 missed in-class assignments) and Research Participation (to make up for 1 missed in-class assignment). You can complete up to two Enrichment Activities (.4 point each). Various options for doing so will be posted throughout the term (more information below). You can also participate in a Research Study (via the SONA system) for an extra .4 points. Therefore, you can earn an extra 1.2 points total towards your final grade. You are eligible to complete Enrichment Activities and Research Participation for bonus points, in addition to doing so to make up for missed classes.

Reflections

The course material is organized into **four main units** (see Schedule of Topics). At the end of each unit, students will submit a Reflection. The contents of the Reflection will be explained each week. The volume that you submit at the end of each unit will be the sum of these weekly entries. You will submit four Reflections in total, each comprised of three entries. Students are welcome to use multiple forms of expression, as appropriate to the assignment (e.g., pictures, written word, video, audio, etc.). More details will be given each week in class. Reflections will be graded based on effort and quality. These Reflections are an opportunity to integrate course materials (readings, lectures, family/neighborhood discussions) to your thinking about yourself and your world.

Each Reflection will be graded:

Missing: 0 points

Emerging: 1 point

Developing: 2 points

Proficient: 3 points

Extending: 4 points

Details regarding the criteria for Emerging, Developing, Proficient, or Extending responses will be provided with the first weekly entry instructions.

Research Participation. Students in this course may earn up to .4 points extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. One (1) hour of participation earns students one (1) SONA credit and credits are given in 0.5 increments, with one (1) credit required for .2 point increase in the student's final grade. For details on participating in research studies, go to the Department of Psychology web site: <https://www.uvic.ca/socialsciences/psychology/research/participants/>. You must be sure to assign your credits to this course no later than the last day of class, 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 an equivalent amount of extra credit, you may contact your course instructor no later than Feb 14 to arrange for an alternative option involving written assignments.

Enrichment Activities. To earn additional points, you will have the opportunity to complete enrichment activities that are intended to enhance, broaden, and deepen your understanding of course concepts. We will announce specific enrichment activities throughout the term. Typically we offer around five (5) options. You may completed two (2) for extra points. Each Enrichment Activity is worth .4 points, so you can earn an extra .8 points via Enrichment Activities.

Feedback to Instructors during the term. We value your feedback on this course and would love to hear from you at any point. You are welcome and encouraged to talk to any of the five facilitators of the course at any point, by phone, email, or in person. Feedback may include both positive and negative reflections about aspects of the course that are helping or hindering your learning. In addition, we will have a suggestion box in the classroom each week if you would like to submit anonymous feedback. We encourage all students to submit feedback to us at least a few times during the term! ***Please put PSYC 205 in the subject line!***

End of term Feedback. Near the end of the course, you will have the opportunity to complete an anonymous *Course Experience Survey (CES)*, as you do in every UVic course. The CES provides vital information that we will use to improve future courses. We will not receive the results until after we have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you. The more students complete the survey, the more meaningful and informative the results. In the final two weeks of the term, an email will be sent inviting you to complete the CES online. **We will set aside time in class to complete the CES** because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time.

Respect for Diversity. It is our 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 our intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. 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.

Administrative notes

- The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.
- 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.
- It is your responsibility to check your registration status by the drop deadline (<https://www.uvic.ca/calendar/dates/>) to ensure you are registered in the course.
- Become familiar with the Department's Important Course Policy Information.
- The University's *Policy on Academic Integrity* was revised May 1, 2014 (<http://web.uvic.ca/calendar2014/FACS/UnIn/UARe/PoAcI.html>). Please consult the Libraries' plagiarism guide (<http://library.uvic.ca/instruction/cite/plagiarism.html>) and/or the Learning and Teaching Centre's academic integrity information for students (<http://www.ltc.uvic.ca/initiatives/integrity/student.php>) to better understand what constitutes a violation of academic integrity.
- Please review the student code of conduct (<https://www.uvic.ca/services/advising/advice-support/academic-units/student-code-of-conduct/index.php>).

**PSYC 205 Anticipated Schedule of Topics
Spring 2024**

| Date | Topic | Deadlines (by 4 PM) |
|---|---|--------------------------------|
| <i>Unit 1: Conceptual Models</i> | | |
| Jan 10 | Introduction to course / Telling Your Story* | |
| Jan 17 | Culture and Cultural Worldviews* | |
| Jan 24 | What is Diversity? / The Importance of Place | |
| <i>Unit 2: Identity Development</i> | | |
| Jan 31 | Identity Development and Change | Reflection Vol 1 due Feb 2 |
| Feb 07 | Influences on Identity Integration across Multiple Identities | |
| Feb 14 | Identity, Gender, and Stereotypes | |
| Feb 21 | <i>No class – Reading Break</i> | |
| <i>Unit 3: Individual lens on Well-being</i> | | |
| Feb 28 | Change and Stability in Well-being | Reflection Vol 2 due Mar 1 |
| Mar 06 | Perspective-Taking, Neurodiversity & “Normality” | |
| Mar 13 | Individual Differences in the Impact of Stressors and Resources | |
| <i>Unit 4: Structural lens on Well-being</i> | | |
| Mar 20 | Inequity & Well-being | Reflection Vol 3 due Mar 22 |
| Mar 27 | Intergroup contact, stigma, stigma reduction | |
| Apr 3 | Wrap up: Reflections on Diversity and Sameness | |
| Reflection Vol 4 due April 12, 2024 by 4pm | | |

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

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Spring Session 2024

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Attendance and Absences

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

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

Children and Pets

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

Class Recording and Auto-Captioning Statement

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

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

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

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

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

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

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

Copyright

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

Course Experience Survey (CES)

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.

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

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

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment). The Department reserves the right to use AI detectors.

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 Fall 2023.

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

Other useful resources on Plagiarism and Cheating include:

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

Prerequisites

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

Program Requirements

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

Registration Status

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

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

Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**
If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **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 require additional time to complete course requirements beyond the normal term.**
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](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)

| | |
|--|--|
| Monday, January 1 st | University Closed (Winter Break) |
| Monday, January 8 th | Second term classes begin for all faculties |
| Sunday, January 21 st | 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, January 24 th | Last day for adding courses that begin in the second term |
| Wednesday, January 31 st | Last day for paying second term fees without penalty |
| Sunday, February 11 th | Last day for 50% reduction of tuition fees for standard courses |
| Monday, February 19 th | University Closed (Family Day) |
| February 19 th – 23 rd | Reading Break for all faculties |
| Thursday, February 29 th | Last day for withdrawing from second term courses without penalty of failure |
| Friday, March 29 th | University Closed (Good Friday) |
| Monday, April 1 st | University Closed (Easter Monday) |
| Monday, April 8 th | Last day of classes for all faculties |
| Thursday, April 11 th | Second term examinations begin for all faculties |
| Friday, April 26 th | Second term examinations end for all faculties |

Add and drop dates for standard 2023-2024 Winter Session courses

| Term | Start Date | End Date | 100% Fee Reduction | Add Deadline | 50% Fee Reduction | Academic Drop no Fee Reduction |
|--------------------|-------------------|-----------------|---------------------------|---------------------|--------------------------|---------------------------------------|
| Second term | Jan 8 | Apr 8 | Jan 21 | Jan 24 | Feb 11 | Feb 29 |