

Behavioral Interventions: Children and Adults

Professor: David Polson, PhD

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Course Website: Accessible through BrightSpace < <https://bright.uvic.ca/d2l/home/312204> >

Days / Time / Room: Mon, Weds, Thurs / 3:30-4:20pm / CLE A127

Course Pre- or corequisites: Completed all of PSYC 201 and PSYC 260.

Course Content

This is a course in applied behavior analysis—behavior modification, as it is more generally known. The objective is to provide you with an appreciation and basic working knowledge of the techniques, issues, and research designs involved in applying the principles of operant and respondent conditioning to the behavior of children and adults. PSYC 338 will neither train nor certify you to be a full-fledged behavior analyst; this would require far more experience and supervision than is possible in a course of this kind. It should, however, provide you with a set of rudimentary skills to assess how environmental events can impact the behavior of yourself and others for the worse and for the better. And while you would not be qualified to apply the principles of behavior analysis to others, you could practice them on yourself to achieve self-improvement through self-control.

Course Materials

- (1) Martin, G., & Pear, G. (2019). *Behavior modification: What it is and how to do it*. (11th ed). New York: Routledge. (purchase hardcopy; or [rent eTextbook version](#))
- (2) Study Guide (available at course website)
- (3) Unit Exercises (available at course website)
- (4) Supplemental Readings (available at course website)
- (4) Skeletal PowerPoint slides (available at course website)
- (5) Narrated PowerPoint presentations (available at course website)
- (6) *THINK FAST* computer program (optional; available at course website)

Course Overview

This course is divided into 10 units and one bonus unit, each unit comprised of certain chapters from the Martin and Pear textbook. On “lecture” days, a chapter from the textbook is assigned as required reading. Before lecture, you are encouraged to download the skeletal PowerPoint slides for that chapter (available at the course website) and use them for notetaking purposes. During lectures, I will focus on what I deem to be the most important content from the required reading, supplementing the discussion with my own examples and perspective. Periodically, I will pose questions to the class; at the end of lecture, you will be asked to submit your written answers to those questions for credit

(see *In-Class Activities* section). Outside of class, you can review most of what was covered in each lecture by watching a narrated PowerPoint presentation about that same material (available at the course website). Some lecture days I may run out of time to finish the lecture agenda. If that is the case, as homework, you will need to watch the missing part(s) of the lecture in the corresponding narrated PowerPoint presentation, as ALL material from the lecture agenda is testable. In-Class Activities also include Class Exercises, which when scheduled, you should complete prior to class and come prepared to discuss the answers in group format.

There is an online Unit Quiz for each of the 10 units in the course, to be written outside of class (see *Unit Quizzes* section). There are also four tests, evenly spaced throughout the semester, to be written in class (see *Tests* section).

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

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

Course Components

Study Guide. The *Study Guide* contains several sections for each unit. First, under the “Additional Information” section, you are presented with expanded discussions of some of the course concepts. Wherever there is a discrepancy from the textbook, the *Study Guide* should be given precedence. The second section, “Additional Study Questions,” concerns the study questions embedded in the textbook chapters. For testing purposes, unless otherwise informed here, you are responsible for knowing all the material addressed by those study questions (including those in the *Notes for Further Learning* sections). You are also responsible for knowing the answers to any extra study questions included in this section. The third section, called “Additional Reading,” is self-explanatory. The last two sections provide unit-related resources, including links to various websites and videos.

In-Class Activities. During lectures, I will intermittently pause and pose a question to the class. A response will be required on your part, typically entered and submitted via BrightSpace. If you are paying attention, you will likely find this to be an easy task. The protocol is informal, in that comparing your answers with other students is fine; it is even encouraged. A score will be assigned out of 10, partly based on your attendance and partly based on your answers to the questions posed to you in that lecture. After class, an answer key will be posted at the course website.

The **Unit Exercises** comprise another type of in-class activity. Multi-part exercises corresponding to the course units are available for you to download at the course website. Each part starts with an analysis and/or evaluation of a sample vignette. This is a model for how you should approach the remaining vignettes in the exercise. To ensure your analyses and evaluations are complete, you should follow the prescribed methods in the sample answers as closely as possible.

Whenever a Unit Exercise is scheduled during class time, you are expected to come to class prepared—that is, as homework, you should write out your answers to the exercise items in rough

form and bring your notes to class. During class, in group format, you will be comparing your notes with each other, deciding upon the best answer to a few select items, and entering and submitting your group work via BrightSpace. Time permitting, we will then review the answers. After class, an answer key for some (but not all) exercise items will be posted at the course website. What you are asked to do in the Unit Exercises is exactly what you will be asked to do for some novel vignettes on the tests. This is a very important course component. When preparing for tests, you are encouraged to discuss the answers to any remaining exercise items with your peers via the Q&A forum.

Overall, In-Class Activities count **10%** toward your final grade, with each In-Class Activity weighted equally. Your lowest four In-Class Activity scores will be dropped. If you miss an In-Class Activity, *for whatever reason*, it will necessarily count as one of those three lowest scores; there are no makeups or exemptions. Once you have missed three, any subsequent misses will be assigned a score of zero.

Unit Quizzes. There is an online quiz corresponding to each of the 10 units in the course. A Unit Quiz is based on the textbook and lecture material comprising that unit. Most Unit Quizzes consist of about 20 items, a mixture of multiple choice and true-false formats. Overall, this component counts for **20%** of your final grade, with each Unit Quiz weighted equally. Your lowest two Unit Quiz scores will be dropped. If you miss a Unit Quiz, *for whatever reason*, it will count as one of those two lowest scores; there are no makeups or exemptions. If you have already missed two, any subsequent misses will be assigned a score of zero.

Students who do the required readings and attend the lectures should be able to finish a Unit Quiz in 20 minutes or less. That is the amount of classroom time I would allot to writing a quiz of this sort under typical classroom conditions (i.e., invigilated, closed book). Obviously, I can't prevent you from looking at your notes and your textbook when you are on your own, but don't expect to be able to do everything all at once (e.g., read the textbook chapters for the very first time while writing the quiz); in that case, even two hours may not be enough time to do well. The duration of each Unit Quiz is set at 40 minutes (double time) to accommodate all students, including those registered with CAL.

For each Unit Quiz, soon after its deadline passes, the correct answers will be posted for students who wrote the quiz, which are helpful to review when preparing for the upcoming test. Importantly, because the answers become known to most students at that point, under no circumstances can a Unit Quiz be written after its deadline.

Tests. There are four noncumulative tests based on the required readings and lectures, evenly spaced throughout the semester. Tests are closed book, invigilated, and must be written when scheduled in class (or at CAL). Tests are comprised of both multiple-choice and open-ended items. Generally, tests will be more challenging than the Unit Quizzes. Overall, this component counts **60%** of your final grade, with each test weighted equally (15% each). Tests will not be returned, although you can review yours with me during my office hours.

Supplemental Reading (SR) Quizzes. These seven readings (journal articles) will put you in direct contact with published research in applied behavior analysis. Each article has been selected to highlight a certain behavioral principle or procedure. Links to the articles and the accompanying quizzes can be found on the course website. Each SR Quiz becomes available to write soon after we cover that principle/procedure in class; however, the deadline for completing all the SR Quizzes is the same: by midnight, April 10. Your lowest two SR Quiz scores will be dropped. Overall, this component counts **14%** of your final grade, with each SR Quiz weighted equally.

Bonus

Q&A Forum. Interacting with your peers in this course is strongly encouraged, but it is not required. There is a Q&A forum at the course website set up for this purpose. If you make a valuable contribution to this forum, you will earn 3 bonus points. That might entail answering your peers' questions, or perhaps taking the initiative and posting some valuable information of your own related to the course material. You can add up to **1.5%** to your final grade this way. The restriction is that you can earn credit for only one valuable contribution per week (even if you make more than one that week). At the end of the course, you will need to copy and paste your contributions (along with the dates) into a Word document and submit it at the course website for consideration. To encourage peer interaction, my contributions to this forum will be minimal, intervening only if need be.

Bonus Unit Quiz. Unit 11 consists of optional readings for three of the later chapters in the textbook, along with an optional bonus Unit Quiz about those readings. You can add up to **2%** to your final grade, based on your quiz score.

Systematic Desensitization Tutorial. Here you are to complete the online tutorial and write the accompanying online quiz. You can add up to **1.5%** to your final grade, based on your quiz score.

Optional

THINK FAST. To think critically within the field of behavior analysis, you need to be fluent with the basic facts and concepts. *THINK FAST* is a computerized flashcard program designed to help you in this regard. It includes 11 decks of cards, one deck per unit. Deck size varies from about 10 to 30 cards. In *THINK FAST*, after you select a deck, a session begins: the program presents the cards one at a time and gives you two minutes to provide the answers to as many cards as possible. While there are several response options for learning the cards, I recommend working in the Type Keyword mode. In this mode, flashcards are presented that are missing either the answer or a keyword or phrase, and you are required to type in the missing word(s). For more detailed information about *THINK FAST*, see the document called "Using *THINK FAST*," available at the course website.

Research indicates that, relative to traditionally taught students, students who are exposed to Precision Teaching—with an emphasis on developing fluency (high rate correct) with basic terms and facts—write more succinct and accurate essays (even though they are not specifically trained to do so), participate in more class discussions, and have better concentration and long-term retention. Students in my classes have reported that developing fluency also helped them better understand the course readings. Thus, working with *THINK FAST* should have positive benefits for you beyond merely memorizing the definitions. All the material (facts and terms) covered in the *THINK FAST* decks comes from the required textbook readings and the lectures. Should you choose not to use *THINK FAST*, you can still access the *THINK FAST* items in a PDF document provided at the course website.

Evaluation

In-Class Activities (4 lowest dropped)	100
Unit Quizzes (best 8 of 10)	160
Tests (4)	600
SR Quizzes (best 5 of 7)	140
TOTAL	1000
Bonus up to...	50

Notes

- In-Class activities, Unit Quizzes, and Supplemental Reading Quizzes must be completed when due as indicated in the Class Schedule. It is unfair for some students to do work later than others, or to do no work at all, and receive the same credit or an exemption.
- If you miss an In-Class activity or a Unit Quiz *FOR WHATEVER REASON*, then it will count as one of the one(s) for that component you will be dropping. There are no makeups or exemptions, regardless of the circumstance. If you have already missed more than the allowable number you can drop, any subsequent misses will be assigned a score of zero.
- If you anticipate missing a test (or unexpectedly miss a test) due to extenuating circumstances (i.e., personal illness or accident, family affliction, official university activities), then you must contact me beforehand (or ASAP afterwards) to discuss the situation and determine whether a concession is warranted. Otherwise, no concession will be considered. Accommodation will not be granted for travel plans.

Grading Scale

Grade	Grade Point Value	Percentage
A+	9	90 - 100
A	8	85 - 89
A-	7	80 - 84
B+	6	77 - 79
B	5	73 - 76
B-	4	70 - 72
C+	3	65 - 69
C	2	60 - 64
D	1	50 - 59
F	0	0 - 49

Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is between 89.5 and 89.9, the grade will be rounded to 90.

N grades

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

- 5 or more Unit Quizzes attempted
- 2 or more tests attempted

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

CLASS SCHEDULE

Jan 8 (M)	Introduction to course format
Jan 10 (W)	Unit 1: Introduction; Dealing with Data <ul style="list-style-type: none"> • Required textbook reading: Chapter 1
Jan 11 (Th)	<ul style="list-style-type: none"> • Required textbook reading: Chapter 3
Jan 15 (M)	<ul style="list-style-type: none"> • Required textbook reading: Chapters 3, 4
Jan 17 (W)	<ul style="list-style-type: none"> • Required textbook reading: Chapter 4 ★ Write Unit 1 Quiz (due by midnight)
Jan 18 (Th)	Unit 2: Positive Reinforcement; Extinction <ul style="list-style-type: none"> • Required textbook reading: Chapter 6
Jan 22 (M)	<ul style="list-style-type: none"> • Required textbook reading: Chapter 6
Jan 24 (W)	<ul style="list-style-type: none"> • Required textbook reading: Chapter 8
Jan 25 (Th)	<ul style="list-style-type: none"> • Required textbook reading: Chapter 8 ★ Write Unit 2 Quiz (due by midnight)
Jan 29 (M)	➤ Unit 2 Exercises
Jan 31 (W)	★ Test 1
Feb 1 (Th)	Unit 3: Aversive Control <ul style="list-style-type: none"> • Required textbook reading: Chapter 15
Feb 5 (M)	<ul style="list-style-type: none"> • Required textbook reading: Chapters 15, 16
Feb 7 (W)	<ul style="list-style-type: none"> • Required textbook reading: Chapter 16 ★ Write Unit 3 Quiz (due by midnight)
Feb 8 (Th)	Unit 4: Reinforcement Schedules <ul style="list-style-type: none"> • Required textbook reading: Chapter 10
Feb 12 (M)	<ul style="list-style-type: none"> • Required textbook reading: Chapters 10, 14
Feb 14 (W)	<ul style="list-style-type: none"> • Required textbook reading: Chapter 14 ★ Write Unit 4 Quiz (due by midnight)
Feb 15 (Th)	Unit 5: Stimulus Discrimination <ul style="list-style-type: none"> • Required textbook reading: Chapter 11

Feb 19-23	READING BREAK
Feb 26 (M)	<ul style="list-style-type: none">• Required textbook reading: Chapter 11★ Write Unit 5 Quiz (due by midnight)
Feb 28 (W)	➤ Units 3-5 Exercises
Feb 29 (Th)	★ Test 2
Mar 4 (M)	Unit 6: Shaping; Fading <ul style="list-style-type: none">• Required textbook reading: Chapter 9
Mar 6 (W)	<ul style="list-style-type: none">• Required textbook reading: Chapters 9, 12
Mar 7 (Th)	<ul style="list-style-type: none">• Required textbook reading: Chapter 12★ Write Unit 6 Quiz (due by midnight)
Mar 11 (M)	Unit 7: Conditioned Reinforcement; Chaining <ul style="list-style-type: none">• Required textbook reading: Read Chapter 7
Mar 13 (W)	<ul style="list-style-type: none">• Required textbook reading: Chapters 7, 13
Mar 14 (Th)	<ul style="list-style-type: none">• Required textbook reading: Chapter 13★ Write Unit 7 Quiz (due by midnight)
Mar 18 (M)	➤ Units 6-7 Exercises
Mar 20 (W)	★ Test 3
Mar 21 (Th)	Unit 8: Generality of Behavior Change <ul style="list-style-type: none">• Required textbook reading: Chapter 18
Mar 25 (M)	<ul style="list-style-type: none">• Required textbook reading: Chapter 18★ Write Unit 8 Quiz (due by midnight)
Mar 27 (W)	Unit 9: Respondent & Operant Conditioning <ul style="list-style-type: none">• Required textbook reading: Chapters 5, 17
Mar 28 (Th)	<ul style="list-style-type: none">• Required textbook reading: Chapters 5, 17★ Write Unit 9 Quiz (due by midnight) Unit 10: Capitalizing on Stimulus Control <ul style="list-style-type: none">• Required textbook reading: Chapters 19, 20
Apr 1 (M)	EASTER HOLIDAY

Apr 3 (W) • Required textbook reading: Chapters 19, 20
 ★ Write Unit 10 Quiz (due by midnight)

Apr 4 (Th) ➤ Units 8-9 Exercises

Apr 8 (M) ★ Test 4

BONUS Unit 11: Combining It All; Self-Control; Ethics (Chapters 23, 25, 29)

Apr 11 (Th) • Optional reading: Chapters 23, 25, 29
 ★ Write Unit 11 Bonus Quiz (due by midnight)
 ★ Write Systematic Desensitization Tutorial Bonus Quiz (due by midnight)

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.

Territory Acknowledgment

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

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](#) 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