

PSYC 480 A01 (22863) -- January 2024**Promoting Reconciliation Between the Field of Psychology and Indigenous Peoples**

This syllabus describes the requirements and procedures for PSYC 480. You are responsible for knowing this material, so please read carefully. Any changes will be announced in class. You will be responsible for any changes. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this class.

Instructor	Natasha Wawrykow, Ph.D. (she/her/hers)	E-mail	wawrykow@uvic.ca
Time	Mondays & Thursdays: 1pm-2:20pm	Office	Cornett A262
Classroom	Cornett A225	Phone	250-853-3910
Office Hours	Thursdays from 2:30pm-3:30pm		
T.A.	Noah Cain	E-mail	noahcain@uvic.ca

Prerequisites: PSYC100A - Introductory Psychology I; PSYC100B - Introductory Psychology II; PSYC 300A; and 3rd year standing minimum.

Required Text

Smith, M. G. (2017). *Speaking our truth: A journey of reconciliation*. Orca Book Publishers.

Course Description

This course is an introduction to the impact of colonization on Indigenous People of Canada, cultural identity, and promotion of reconciliation with Indigenous Peoples. A specific goal of this course is to foster an understanding of reconciliation promotion. An all-encompassing review of First Nations, Métis, and Inuit culture and history will not be addressed in this course. Students will be introduced to key historical examples of colonization that illustrate the impact that colonization has had on Indigenous Peoples past and/or current ways of life.

An important aim of this course is to provide space for dialoguing about colonization, Indigenous presence, and methods of reconciliation promotion. Students will dialogue and reflect on these topics through in-class discussion, individual and group presentations, and written assignments.

In general, half of each class will be devoted to didactic learning, discussions of readings, guest lecturer presentations, and/or field trips. The remaining portion of each class will focus on small and large group discussions which will involve exercises and peer-based instruction. It is important that students come to class prepared to actively participate in discussions and exercises.

Intended Learning Outcomes

A. When asked throughout the course, you will provide key historical examples of colonization that illustrate the impact that colonization has had on Indigenous Peoples past and/or current ways of life.

B. Throughout the course in small and large group discussions, you will describe elements of your own cultural identity and how it impacts your world view.

C. When asked throughout the course, you will successfully provide examples of key concepts related to decolonization with each example exemplifying ways of reconciliation promotion with Indigenous Peoples.

Evaluation

Each assignment is given an evaluative mark of:		
Exceeds Expectation	Met Expectation	Did Not Meet Expectation
Performance demonstrates an understanding above the expected levels and demonstrates a clear understanding of all aspects of the assignment.	Performance demonstrates an understanding of the expected levels and demonstrates an understanding of most aspects of the assignment.	Performance does not demonstrate an understanding of the expected levels and does not demonstrate a clear understanding of salient aspects of the assignment.

To pass the course, all assignments must be completed, and all assignments must have received a minimum of “met expectation” evaluation. If you receive a “did not meet expectation” mark, you will be expected to meet with the instructor to develop a remediation strategy.

<u>Assignment:</u>	<u>Due Date:</u>
Self-Care Presentation	January 11
Reconciliation Project Planning	January 25
Peer-Based Instruction Presentation	February 1 Presentation to Partner
	February 5 Feedback on Partner’s Presentation
Self-Reflection Paper	February 26
Class Presentation & Synopsis	March 14, 21, or 28, April 4
Reconciliation Project ♦	April 8
Class Preparation & Participation	Throughout term

♦ Reconciliation Project must be completed in order to pass the 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.

Please review the University of Victoria academic important dates for a list of important course dates (Add/Drop): <https://www.uvic.ca/calendar/dates/>

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 this course, most assignments are time sensitive for two reasons: (1) often the next assignment builds on the previous one so it needs to be completed for students to move forward and (2) some assignments involve other students. For these reasons, it is typically not possible to provide extensions to assignments. As a result, it is expected that all students will submit their assignments at the required time.

Description of Assignments

Self-Care Presentation:

You are to prepare and present in class a 2-slide PowerPoint presentation that describes how you will engage in and monitor your ability to engage in self-care. The first slide will describe your method of self-care. The second slide will describe how you plan to monitor your progress and adjust (i.e., modify or change your plan of action) if needed.

Reconciliation Project Planning:

Create a project plan (i.e., 1-2 pages double-spaced), for either a written paper or recorded PowerPoint presentation of your reconciliation project (i.e., final class assignment). Create a timeline that identifies what your topic will be, when you will work on each stage of your project, as well as specific items in your project plan. Describe your topic & method for monitoring implementation of your project plan (e.g., check- list, journaling, verbal check-in with someone) and a remediation strategy if you fall off track. Note, if you exceed two pages only the first two pages will be marked.

Example project plan outline:

- Identify project topic (i.e., specific decolonization topic) in week three,
- Completed a draft of my thesis statement in week five,
- Collect evidence supporting my thesis in week six,
 - Examples of colonization
 - Examples of how my own cultural identity has influenced my world view
- Outline the details of your decolonization activity that exemplifies reconciliation promotion with Indigenous Peoples in week seven,
- Revise the visual representation of my paper's/presentation's structure in week eight,
- Complete the introduction of my paper/presentation in week nine,
- Complete the body of my paper/presentation in week ten,
- Complete the conclusion of my paper/presentation in week eleven,
- Complete a draft and have it reviewed by a peer in week twelve.

Peer-Based Instruction Presentation:

Presentation to Partner (10%): Read the article assigned to you and prepare to teach a classmate that article. Prepare a PowerPoint presentation for your classmate that includes: intended learning outcome, post-assessment, and the instructional strategies you will be using to teach your classmate. Once we meet during this synchronous virtual class, you will be paired off into break out rooms. You will have 15 minutes to teach your classmate your article. After 15 minutes, your colleague will teach you for 15 minutes about their article. This portion of your grade will be assigned by your partner based off their feedback of your presentation.

Group A: read and prepare a presentation on the Gone (2020) article;

Group B: read and prepare a presentation on the Tuck, E., & Yang, K. W. (2012) article.

Full article names are available in the reading list below for February 1.

Feedback on Partner's Presentation: Outside of class, you will fill out a 1-page feedback report for your partner, based on their presentation. Complete the 1-page "feedback form" using point form. Describe the three most important aspects (concepts, issues, factual information) of your partner's presentation, any confusing aspects of the presentation, and strengths of your partner's presentation. Assign a mark out of 10 for your partner's presentation.

Self-Reflection Paper:

Based on Monique Gray Smith's book, virtual field-trip, and other course material; you are to prepare a brief (2-pages double-spaced) reflection paper that focuses on your own self-reflection of colonization, Indigenous presence, and methods of reconciliation promotion. Within this paper, you are to identify areas of knowledge growth as well as areas for improvement. You are to provide at least two specific goals (i.e., provide examples of how you will monitor, track, and evaluate your progress) that will support your learning in "areas for improvement". Please note, if you exceed two pages only the first two pages of your paper will be marked.

Class Presentation & Synopsis:

Working in pairs, students will make a class presentation on methods of reconciliation promotion. The overall length of the presentation is approximately 10 minutes: including a 6-minute presentation of the method(s) and facilitation of a 4-minute discussion. Each team will assign a relevant reading to the class a week before their presentation and will submit a 3-page double-spaced synopsis of their presentation to distribute to the class (point form is preferred). You may include additional handouts in an appendix (note: the appendix and references/reading list pages are not part of the 3-page limit).

Sign-up for a presentation date: March 14th (6 groups)/ March 21st (6/7 groups); March 28th (6 groups)/ April 4th (6 groups).

Reconciliation Project:

This project should either be different or an expansion of your method(s) presented in the class pair presentation on reconciliation promotion. Please select one option:

Option 1

Complete a paper that outlines your reconciliation project. The paper (6-8 pages double-spaced) should include: (a) examples of colonization to illustrate the impact that colonization has had on Indigenous Peoples past and/or current ways of life; (b) examples of how your own cultural identity (i.e., cultural characteristics, history, values, beliefs, and behaviors of your ethnic and/or cultural group) has influenced your world view; and (c) development of a specific decolonization activity (i.e., goal, method, progress evaluation plan) that exemplifies reconciliation promotion with Indigenous Peoples. Please note, if you exceed eight pages only the first eight pages of your report will be marked. This page count does not include your title page, references, and appendix.

Option 2

Complete a 10-minute recorded PowerPoint presentation that outlines your reconciliation project. The PowerPoint (~8-12 slides total) should include: (a) examples of colonization to illustrate the impact that colonization has had on Indigenous Peoples past and/or current ways of life (~2-4 slides); (b) examples of how your own cultural identity (i.e., cultural characteristics, history, values, beliefs, and behaviors of your ethnic and/or cultural group) has influenced your world view (~3-4 slides); and (c) development of a specific decolonization activity (i.e., goal, method, progress evaluation plan) that exemplifies reconciliation promotion with Indigenous Peoples (~3-4 slides). Please note, if you exceed 10 minutes, only the first 10 minutes of your presentation will be marked.

Class Preparation & Participation:

Your class participation and preparation grade will be assigned based on my appraisal of several factors:

- Your ability to articulate & synthesize key constructs and themes in the readings;
- The overall quality and thoughtfulness of the issues and questions raised in class;
- Your active participation, involvement, and contributions to weekly class sessions

***All assignments are due at the beginning of class and should follow APA format guidelines unless otherwise specified (e.g., point-form preferred).**

Policy on Absences

It is essential that you **attend all classes** and that you **arrive on time** for class as we will be covering a lot of important material in each session. If missing a class is unavoidable, or if you cannot complete an assignment due to serious illness, accident, or family affliction, please contact me by email as soon as possible in order to make alternative arrangements. It is your responsibility to obtain any missed notes or assignments from your classmates. Missing more than one 80-minute class may jeopardize your successful completion of this class. All assignments must be successfully completed in order to pass this class. An inquisitive, collegial, and cooperative attitude is encouraged and valued in this class. If you have any questions or suggestions to improve your learning experience please approach me at any time.

Class Schedule and Readings (subject to change at the instructor's discretion)

Class	Date	Topic/ Activities	Readings
# 1	January 8	Introduction and Orientation to Course	Syllabus
#2	January 11	Indigenous Presence & Self-Care Routines Self-Care Presentation Due	<u>Text:</u> Smith, Ch. 1 <u>Article:</u> Gone, J. P. (2013).
#3	January 15	Colonization	<u>Text:</u> Smith, Ch. 2, pp. 27-61
#4	January 18	Colonization	<u>Text:</u> Smith, Ch. 2, pp. 62-77
#5	January 22	Resistance, Resilience, and Reconciliation In class activity: 3-2-1 Reading Report	<u>Text:</u> Smith, Ch. 3 & 4, pp. 79-109
#6	January 25	Decolonizing Psychology Reconciliation Paper Planning Due	<u>Article:</u> Canadian Psychological Association & the Psychology Foundation of Canada. (2018)
#7	January 29	Decolonizing Psychology Curriculum *Asynchronous Virtual Class*	<u>Article:</u> Gone, J. P. (2016).
#8	February 1	Decolonizing Psychology Peer-Based Instruction Presentation: Presentation to Partner *Synchronous Virtual Class*	<u>Articles:</u> Gone, J. P. (2020); Tuck, E., & Yang, K. W. (2012). *You will either be assigned to Group A or Group B. Group A reads Gone (2020) article; & Group B reads Tuck, E., & Yang, K. W. (2012).
#9	February 5	Truth and Reconciliation Virtual Field Trip Peer-Based Instruction Presentation: Feedback on Partner's Presentation *Synchronous Virtual Class*	<u>Article:</u> Truth, & Reconciliation Commission of Canada (2015). pp. 1-22 from the Executive Summary.
#10	February 8	Class Presentation Pair Feedback Session with Instructor If your presentation is on March 14 th or 21 st , please sign-up for one of the following time slots: 1pm-1:10pm; 1:15pm-1:25pm; 1:30-1:40pm; 1:45pm-1:50pm; 2pm-2:10; 2:15pm-2:25pm	
	February 9	Field Trip: Victoria Native Friendship Centre Optional volunteer opportunity from 11:30am-1:30pm *Note, this occurs outside of normal class time.*	
#11	February 12	Identity Development Unpacking Identity Class Check-In: Course Feedback	<u>Book:</u> Anderson, K. (2016). <u>Articles:</u> Stroink, M., & DeCicco, T. (2011).
#12	February 15	Truth & Reconciliation	<u>Text:</u> Smith, Ch. 4, pp. 110-141
No classes February 19-23: Reading Break			

#13	February 26	Residential Schools: Impact on Second Generation Self-Reflection Paper	<u>Article:</u> Gone, et al. (2019).
#14	February 29	Relationship Development	<u>Articles:</u> Bharadwaj, L. (2014); Pidgeon, M., Archibald, J. A., & Hawkey, C. (2014).
#15	March 4	Indigenous Presence Guest Speaker: Lorilee Wastasecoot	<u>Article:</u> Rains, F. V., Ann Archibald, J., & Deyhle, D. (2000).
#16	March 7	Class Presentation Pair Feedback Session with Instructor If your presentation is on March 28 th or April 4 th please sign-up for one of the following time slots: 1pm-1:10pm; 1:15pm-1:25pm; 1:30-1:40pm; 1:45pm-1:50pm; 2pm-2:10; 2:15pm-2:25pm	
#17	March 11	Community-Based Research	<u>Articles:</u> Archibald, et al. (2006); McCormick, R. M. (1997).
#18	March 14	Student Presentations	<u>Article:</u> Gone, J. P., & Kirmayer, L. J. (2020).
#19	March 18	Incorporating Indigenous Epistemologies of Wellbeing	<u>Article:</u> Morrissette, P. & Goodwill, A. (2013).
#20	March 21	Student Presentations	<u>Article:</u> Isaac, G., et al. (2018).
#21	March 25	Incorporating Indigenous Research Methodologies	<u>Article:</u> Gone, J. P. (2019); Gone, J. P. (2017).
#22	March 28	Student Presentations	<u>Article:</u> Goodwill, A. O., & McCormick, R. (2012).
	April 1	University Closed (Easter Monday)	
#23	April 4	Incorporating Indigenous Epistemologies of Wellbeing Student Presentations	<u>Articles:</u> Hartmann, W. E., & Gone, J. P. (2012).
#24	April 8	Incorporating Indigenous Epistemologies of Wellbeing Reconciliation Project Due* at 1pm. *Extension to April 11th may be granted if requested in writing by April 4.	<u>Articles:</u> Wendt, D. C., & Gone, J. P. (2016).

Detailed Reading List

Class	Date	Detailed Reading List
		(Author's name in bold type refer to textbook chapters; all other papers will be posted on the Brightspace site)
# 1	January 8	Syllabus
#2	January 11	Gone, J. P. (2013). "Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment." <i>Transcultural Psychiatry</i> , 50(5), 683-706. Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 9-25). Orca Book Publishers.
#3	January 15	Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 27-61). Orca Book Publishers.
#4	January 18	Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 62-77). Orca Book Publishers.
#5	January 22	Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 79-109). Orca Book Publishers.
#6	January 25	Canadian Psychological Association & the Psychology Foundation of Canada. (2018). Psychology's response to the truth and reconciliation commission of Canada's report. Available from https://cpa.ca/docs/File/Task_Forces/TRC%20Task%20Force%20Report_FINAL.pdf [last accessed July 8, 2020].
#7	January 29	Gone, J. P. (2016). Alternative knowledges and the future of community psychology: Provocations from an American Indian healing tradition. <i>American Journal of Community Psychology</i> , 58(3-4), 314-321.
#8	February 1	Gone, J. P. (2020). Decolonization as methodological innovation in counseling psychology: Method, power, and process in reclaiming American Indian therapeutic traditions. <i>Journal of Counseling Psychology</i> . Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, education & society</i> , 1(1).
#9	February 5	Truth, & Reconciliation Commission of Canada. (2015). <i>Canada's Residential Schools: The Final Report of the Truth and Reconciliation Commission of Canada</i> (Vol. 1). McGill-Queen's Press-MQUP.
#10	February 8	
#11	February 12	Anderson, K. (2016). Setting Out. In Anderson, K., <i>A recognition of being: Reconstructing Native womanhood</i> (pp 14-40). Canadian Scholars' Press. Stroink, M., & DeCicco, T. (2011). Culture, religion, and the underlying value dimensions of the metapersonal self-construal. <i>Mental Health, Religion & Culture</i> , 14(9), 917-934. doi:10.1080/13674676.2010.536979
#12	February 15	Smith, M. G. (2017). <i>Speaking our truth: A journey of reconciliation</i> (pp 110-141). Orca Book Publishers.
#13	February 26	Gone, J. P., Hartmann, W. E., Pomerville, A., Wendt, D. C., Klem, S. H., & Burrage, R. L. (2019). The impact of historical trauma on health outcomes for Indigenous populations in the USA and Canada: A systematic review. <i>American Psychologist</i> , 74(1), 20-35.
#14	February 29	Bharadwaj, L. (2014). A framework for building research partnerships with First Nations communities. <i>Environmental Health Insights</i> , 8, EHI-S10869. Pidgeon, M., Archibald, J. A., & Hawkey, C. (2014). Relationships Matter: Supporting Aboriginal Graduate Students in British Columbia, Canada. <i>Canadian Journal of Higher Education</i> , 44(1), 1-21.
#15	March 4	Rains, F. V., Ann Archibald, J., & Deyhle, D. (2000). Introduction Through our eyes and in our own words. <i>International Journal of Qualitative studies in education</i> , 13(4), 337-342.
#16	March 7	
#17	March 11	Archibald, J. A., Jovel, E., McCormick, R., Vedan, R., & Thira, D. (2006). Creating transformative Aboriginal health research: The BC ACADRE at three years. <i>Canadian Journal of Native Education</i> , 29(1), 4. McCormick, R. M. (1997). Healing through interdependence: The role of connecting in First Nations healing practices. <i>Canadian Journal of Counselling</i> , 31(3), 172-84.
#18	March 14	Gone, J. P., & Kirmayer, L. J. (2020). Advancing Indigenous mental health research: Ethical, conceptual, and methodological challenges. <i>Transcultural Psychiatry</i> , 57(2), 235-249.
#19	March 18	Morrisette, P. & Goodwill, A. (2013). The psychological cost of restitution: Supportive interventions with Canadian Indian Residential School survivors. <i>Journal of Aggression, Maltreatment and Trauma</i> , 22(5), 541-558 doi: 10.1080/10926771.2013.785459
#20	March 21	Isaac, G., Finn, S., Joe, J. R., Hoover, E., Gone, J. P., Lefthand-Begay, C., & Hill, S. (2018). Native American perspectives on health and traditional ecological knowledge. <i>Environmental Health Perspectives</i> , 126(12), 1-10.
#21	March 25	Gone, J. P. (2019). Considering Indigenous research methodologies: Critical reflections by an Indigenous knower. <i>Qualitative Inquiry</i> , 25(1), 45-56. Gone, J. P. (2017). "It felt like violence": Indigenous knowledge traditions and the postcolonial ethics of academic

		inquiry and community engagement. <i>American Journal of Community Psychology</i> , 60(3-4), 353- 360.
#22	March 28	Goodwill, A. O., & McCormick, R. (2012). Giibinenimidizomin: Owning ourselves-critical incidents in the attainment of Aboriginal identity. <i>Canadian Journal of Counselling and Psychotherapy</i> , 46(1).
#23	April 4	Hartmann, W. E., & Gone, J. P. (2012). "Incorporating traditional healing into an Urban American Indian Health Organization: A case study of community member perspectives." <i>Journal of Counseling Psychology</i> , 59(4), 542-554.

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

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/>