University of Victoria

We acknowledge and respect the lək̓ʷəŋən 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.

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

Spring 2024 | CRN 22864 | Face-to-Face

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

Location: Clearihue Building (CLE) – D Wing – 131

Instructor: Dr. Nigel Mantou Lou (he/him) **Email**: nigellou@uvic.ca (Please follow the below email etiquette[1]) **Office hours:** Thursdays 3 to 5 pm; attend in person or online. In-person: Cornett A-240 Online: https://uvic.zoom.us/j/81130576861 You need to enter the passcode (772255) to join. If you are in a waiting room, it means that I am meeting a student. I will admit students one by one in the order of waiting room.	**Teaching Assistant:** Jessica Willows (she/her) Email: jwillows@uvic.ca

Welcome!

Welcome to the 2024 Spring, in-person *Psychology of (im)migration class*! I am thrilled that you are joining me in this 400-level **community-engaged** class, and I am excited to learn with you this semester. We'll all do our best to persevere and learn together despite this challenging time. To succeed in this course, you may create weekly schedules, **engage weekly with your community/organization (i.e., volunteer)**, reflect on your learning experiences, keep up with the assigned readings and assignments, and start your final project early. It is extremely important to me that you all understand the concepts covered in class clearly, so please don't hesitate to attend office hours and reach out to me. Whenever you ask questions, you give me an opportunity to do my job. You can also come in to talk about the course, study skills, your background, your career goals, advice for future courses etc.

What is in this syllabus?

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

Course Description and Learning Objectives

What is this course about?

Canada has been described as an ideal home for many migrants. In Canada, 23% of the total population is foreign-born (Statistics Canada, 2022). The goal of this course is to learn about migrants' diverse experiences through lectures, discussion, individual/group assignments, community engaged learning (e.g., volunteer), and reflections. To facilitate your community-engaged learning, we have partnered with two community partners this semester: Intercultural Association of Victoria (ICA) and UVic Global Community.

(1) In class, we will focus on psychological theories and research in social, cultural, developmental, and educational psychology. Topics to be addressed include: (i) migrants' individual development, including acculturation, identity, and language development, (ii) causes, forms, and experiences of prejudice and discrimination against migrants, (ii) social influences and life-span consideration for migrants' experiences, (iv) migrants' experiences in family, education, workplace, and clinical contexts, and (vi) strategies for promoting equity, diversity, and inclusion. Throughout the course, the Canadian and American contexts of migration will be emphasized, international and other migration contexts will also be mentioned.

(2) In your community-engaged learning, you will volunteer in one of the organizations for one semester (see timeline and details are on BrightSpace). In addition, you will report and reflect on your community-engaged experience weekly and connect your experiences to your in-class learning. You will also connect your community-engaged learning meaningfully to your individual & group assignments.

Intended Learning Outcomes.

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

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

Important registration status and dates: The pre-requisite for this course is **PSYC300A and 386**. You are responsible for verifying their registration status by drop deadline to ensure you are registered in courses you have been attending. The last day to add courses is Jan 25. Course adds after this date will require a Course Change form and are subject to the approval of the Director of the Academic Advising Centre. Course adds and drops will not be processed after the deadlines set out in UVic Calendar.

Course Materials – What do you need for this course?

Required Readings:

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

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

Required reference format:

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

Course website:

(1) For course materials (e.g., Slides): We will use UVic BrightSpace (https://bright.uvic.ca).

(2) For knowledge mobilization (Assignment 1): we will also use Online Academic Community (OAC; onlineacademiccommunity.uvic.ca/) to distribute the knowledge that you create.

Course format:

Students will learn in class and from community partners.

(1) During class time, we will have two components – lecture and seminar. The lectures will supplement the readings by elaborating upon and clarifying the material. I will also introduce concepts and research not covered in the readings. In the seminar portion of this course, you will engage in discussion and class activities based on your weekly readings. You are expected to complete all assigned readings prior to our time together so that you are able to participate in in-class activities and group discussions.

(2) Community-engaged learning. You will volunteer in a migrant-serving organizations for one semester (usually 1-2 hours per week). You will reflect on your learning experience and connect to the theories, research, and concepts you learn in class or in readings.

Required Technology:

The University of Victoria has established minimum technical requirements for students to participate in learning environments – see https://www.uvic.ca/systems/status/features/min-tech-requirements.php for more information onthe requirements.

Contact UVic's computer help desk (see their website for various contact options and hours of operation for any technology questions/issues: https://www.uvic.ca/systems/services/helpsupport/computerhelpdesk/

Assessments - How will you be evaluated?

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

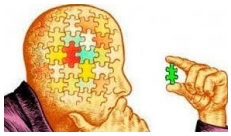
You are expected to complete all course requirements. Note that you must complete the individual assignment and the written test to receive credit for this course. Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession." Consequently, students can only request deferrals for the completion of required course components and not for non-essential coursecomponents.

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

Assessment	Matching Learning Outcomes	Weight	Date(s)/ Notes
A. Weekly reflection (due every Friday at 11:59 pm) You will receive prompts to reflect on the reading, in class learning experiences, volunteering experience, and/or your project etc.	4, 5	**12%**	Due every Sunday at 11:59 pm.
B. Active participation and in-class activities Students are expected to read the required articles each week with the aim of addressing various questions raised in class. All students are expected to participate in person.	1, 2, 3, 4, 5	**8%**	Most lectures will have in-class activities (e.g., minute-paper, mini-presentation, discussion.)
C. Knowledge mobilization (Individual assignment) -(1) First submission -(2) Peer review -(3) Revision and final submission to the OAC course website -(4) Reflection	1, 2, 3, 4, 5, 6	**25%** (17%) (2%) (3%) (3%)	 March 1st March 10th March 27th March 27th
D. Mock textbook chapter (Group project; 3 to 4 students a group) -(1) In-class presentation -(2) Chapter final submission -(3) Group reflection	1, 2, 3, 4, 5, 6	**33%** (10%) (20%) (3%)	 April 3rd April 8th April 8th
E. Written test (in class; 80 minutes)	1, 2, 4	**22%**	March 20th

Note. Assignments (C & D) after any due date without appropriate reasons will drop 5% points per day late and after three days will be graded "0". Extensions will normally not exceed one week. The instructor has final discretion on granting extensions.

A. Weekly Reflection (12%)



"*<u>We do not learn from experience; we learn from reflecting on experience</u>*." – John Dewey

You will keep a log of your learning experiences and reflections each week. Each log for the week is usually entered by the week's Sunday 11:59pm. There will be 11 reflections (week 1 to week 11), and most reflections are worth 1% each of your final grade (except for week 7, which is worth 3%). You can find the link to weekly reflection on BrightSpace. Students should keep a copy of your reflection and they often inform your final reflection (about your learning progress). For each entry, you may reflect on the following three components, although reflection questions may ***vary each week***:

(1) Preparation (if there are assigned readings/pre-class activities that week). To what extent did you prepare for class this week (e.g., read all assigned readings and are ready to discuss them). You might think of your preparation as ranging from "not at all," "enough to get by" to "I did all the readings and preparation, and ready to discuss in class". Students may include brief notes to elaborate.

(2) Class Engagement (if there is in-class lecture/discussion that week). Did you actively engage in this week's class and class discussion/activities. Everyone differs in how they engage – some people are more verbal and some take more notes than others, but everyone should be attentive and responsive in class. Also, keep in mind that, as a group member, you should facilitate other people's involvement. If you realize that you've been speaking a great deal, but some other people aren't speaking, give them an opportunity to speak (maybe even ask them what they think). And always remember that respect for other people is essential; we all have different opinions, many of us are exploring something new that we haven't had to talk about before, so finding the words can be difficult. And we can all change our minds. This kind of learning can't be accomplished if the atmosphere is disrespectful or threatening. You might think of your participation as ranging from "did or attend class", "simply daydreamed through the whole class", "tuned in, on and off" to "I was really totally into it".

(3) Reflection. Each week, you will have the opportunity to reflect on your learning experiences (reading, lecture, videos, volunteer experiences). The reflection can be brief, but it should clearly show that you were "cognitively and behaviorally engaged" with the readings, class materials, assignments, and/or discussion. You will have prompts to guide your reflection (which could vary each week), but you could also include questions that occurred to you, describe the most useful thing that you learned (and how you may apply it to your own research), or (in the worst case scenario) ponder why this week's material and discussion wasn't interesting to you.

What if I miss a week's reflection? In cases of missing a reflection, one lowest score will be dropped. If you miss one regular reflection (1%), it can simply be considered as your "freebie." However, if you miss the reflection that is worth 3% (see class schedule), you will not receive a full 12%.

B. Class participation (8%)

In this course, there will be in-class discussions and activities (e.g., minute-paper, mini-presentation, group discussion) which require your preparation and attendance.

Note that the activity on March 6 is worth 3%. Specifically, you will have an opportunity to *practice* in-class presentation (a mini-presentation). In class, students will briefly present one slide (2 min presentation) on a special topic (e.g., migrants' experiences during and post COVID). Before the March 6th class, students will create the one slide of research findings and upload it onto BrightSpace.

What if I miss a class activity? In cases of any absences, one lowest score will be dropped. If you miss one in-class activity (usually 1%), it can simply be considered as your "freebie." However, if you miss the class on March 6th (2%), you will not receive a full 8%.

C. Individual Assignment (25%). Knowledge Translation

The purpose of the knowledge translation assignment is to exercise your skills to connect learning with the larger society and the community, such as providing evidence-informed recommendations for the population you study, policymakers, stakeholders, and/or the general public. Students will be trained and provided with resources (e.g., creating infographics). A successful assignment should be concise, easy to read, and appealing and informative to the public. This is a valuable exercise of writing for non-academic audiences (see examples and rubrics on BrightSpace).

Part 1. Draft (18%)

You will complete an infographics/blog/video that is relevant to a topic that may potentially benefit or relevant to the organization that they work with. *You can build on the individual assignment and use it in your group chapter by examining a similar topic.* You may search for (at least) one relevant psychology article and *translate* into a publicly accessible document.

Part 2. Peer review (2%)

You will review and provide feedback to a draft. If you don't submit your draft (part 1) within 3 days of the deadline, you will opt out in draft exchange and receive a 0 in peer review. Late submission will not be accepted because this is time sensitive (other students rely on your review to revise).

Part 3. Revision and submission to course website (OAC) 3%

You will have a chance to revise your draft based on feedback. You will then submit the final assignment to the course website (on UVic online academic community).

Part 4. Reflection (3%) – there will be guided reflection questions on BrightSpace.

D. Group Project (33%).

Purpose: The ability to work in a team, search relevant supportive materials, synthesize large amounts of complex material, writing them, and presenting them are important skills in your professional life. The purpose of the group project is to work as a team to apply psychological concepts learned in class and learned in your self-selected readings.

Teamwork Requirement: Please set up group meetings with the instructor and the research Assistant as a team to discuss and finalize your research topic as early as you can. In addition to the group assignments, each student has to submit a form (see BrightSpace for a self and peer evaluation) indicating how much of the teamwork was your own and to what extent the teamwork was conducted by other students.

How: Working in teams of usually 3 students, students pick a particular topic of immigration and/or a specific group/context of migrants that are related to the community learning (hence, it requires your discussion with the community and RA). And students are encouraged to have some specific questions in mind when searching the literature. More instruction will be provided in class. You may re-use the article from your individual assignment in this group project. There are 3 parts of this group project:

Component 1: Chapter for a "textbook" (20%)
Let's pretend that the whole class is working together to write a textbook call "The psychology of Immigration" and each team is writing a chapter to contribute to the textbook. Specifically, students will select a topic that is relevant to/useful for the organization that they work with. (1) If there is no specific suggestion from the organizations, students may select a topic of their choice but they should connect to your organizations in some way. (2) However, some organizations may specify a topic for a technical report as part of the volunteering engagement.

(1) If you do not have a specific writing assignment with your organization, you will write a chapter by reviewing a topic in the psychology of migration, including a review of at least 10 empirical articles (15 would be ideal), and organize what you have learned in a mock chapter. This paper will be approximately 3000 to 3500 words (plus an APA-styled references; the rubric is on BrightSpace). You may include concepts/theories you learned in class and new concepts you learned from the literature you search. And you should be able to give recommendations for researchers/students/stakeholders who are studying the psychology of migration.
(2) If you are already writing a report for an organization as part of your community-engaged learning, you will also need to include an "academic style" introduction in addition to the report. To do so, you will review a topic in the psychology of immigration, including a review of 5-7 empirical articles. This introduction will be approximately 1500-2000 words (plus an APA-styled references). You should be able to provide practical implications that is linked to the report for the organization.

Component 2: In-class presentation (10%).

You and your team partners will be responsible for preparing a 15-minute in-class presentation based on your chapter (or part of it) and instruct the class and inform the partnered organizations on the topic, especially the new theories/concepts you learned from your literature search. **The partnered organizations will be invited to the class presentations and your presentation will be recorded for assessment purposes.** The lecture or presentation will take place in person. I encourage students to present their research in creative ways yet keep it informative and professional. The rubric for the presentation is on BrightSpace.

> **Preparation:** Given the limited time in class, students must email the instructor their slides (and other presentation materials if applicable) the night before the presentation (11:59pm on April 2nd) so that the instructor can set up the presentations before class. Students should come to class early (10 min before class if possible) to check their slides/materials, especially for teams who have different types of presentation that is not PowerPoints.

Component 3: Reflection (3%) – there will be guided reflection questions regarding your group assignment on BrightSpace.

Tips and resources for your individual and group assignments:

- Start early.
  - During the 3rd week, you should have some ideas and start literature search.
- Meeting with Dr. Lou and Ms. Willows during to get feedback on your ideas and plans.
  - All groups should meet with either of us to confirm their topic.
- Communicate with your teammates regularly and keep track of group progress.
  - See https://www.student.unsw.edu.au/groupwork for a guideline
- Learn how to be a supportive group member.
  - https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member
- Polish your writing. There are several opportunities to practice your written communication in this course. Clear, concise writing will be key to getting the best grade possible.
  - If you want some resources and help, you can visit to the Center for Academic Communication.
- Avoid plagiarism:
  - www.uvic.ca/library/help/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

E. Written Exam (22%).

The exam consists of up to 30 multiple-choice questions, 5 short answer questions, and 2 long answer questions. You will have 80 minutes to complete. All the material covered in the class, including the weekly readings, are eligible to be covered on the exams. The exam content will cover content in between **week 1 to week 10**. Students should know the material in these ways:

- understand and remember the technical languages and terminologies.
- explain concepts and theories.
- understand the results presented in research and be able to explain using the corresponding theories.
- apply concepts to real-life contexts.

Exam policies: Your student photo I.D. is required at exams to verify your identity. You will not be allowed to begin an examination after it has been in progress for 30 minutes. You must remain in the exam room until at least 30 minutes has elapsed.

Missed Exam: All students are expected to be present for exams. A student who cannot write the exam due to incapacitating illness, severe domestic affliction or other compelling reasons can apply to write a make-up exam. For an excused absence where the cause is religious belief, a student must contact the instructor(s) within two weeks of the start of classes to request an accommodation for the term.

Bonus Point: Participation in Psychology Research

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

Because experiential learning is highly valued in the Department of Psychology and is part of this course, student participants may earn up to 2% in PSYC 491(A1) by participating in Psychology studies conducted by students and faculty in the Department of Psychology. Each 60 minutes of participation will earn 1 SONA participation credit, and one SONA participation credit is required to earn a 1% contribution towards your grade in PSYC 491(A1). Thus, to earn their full **2% for Research**

Participation in PSYC 491(A1), students need to earn two (2) SONA participation credits. Researchers will record students' participation and will advise the course instructor of the total SONA credits earned by each student at the end of the term. Students who do not wish to participate in research may choose an alternative approach to completing this assignment; this is explained below in "Alternative to participating in research".

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

Educational focus of participation in research

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

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

How do I sign up?

For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psyc), click on the **Research** link near the top of the page, then click on the **Participant Pool** link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) nolater than the last day of class, otherwise you will not receive extra credit in this course.

When should I sign up?

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

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

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

Alternative to participating in research

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

- Be submitted on BrightSpace by noon on Apr 8th, 2024. *Late submissions will not be accepted under any circumstances.* E-mail submission will not be accepted.
- Be typed using 12-point font, Times New Roman, double spaced, ¾ inch margins, no longer or much shorter than one page.
- Be on articles publish in 2020 and after from the following journals: *International Journal of Intercultural Relations, Journal of Cross-Cultural Psychology, Journal of Immigrant and Minority Health, Journal of Ethnic and Migration Studies.*
- *Please note that the article should not be different from those in your individual/group assignments.*
- Fully identify the title, author(s), source and date of the article. A PDF copy of the articlemust be submitted in the drop box along with your review. No links to online articles! **Students who do not submit a PDF copy of their article along with their summary will receive a mark of zero**. A link/url is not sufficient – they often don't work, and I won't click on unknown links!
- Summarize the hypotheses of the research, as well as the methods used to test the hypotheses. Identify the independent and dependent variables. Identify the psychological concepts in the article and indicate the pages in our textbook that discuss the concepts. Finally, critically evaluate the results of the study. Do you agree with their findings? Whyor why not? Provide evidence from the text or lecture to support your conclusions.
- Keep a copy of your review in the unlikely event we misplace the original.

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

Cut- off Points for Final Grades

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

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

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

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

Week	Date	Topic	Reminder
1	Jan 8	Class introduction: Who are (im)migrants and what is this class about? Introduction to the community services, orientations, and sign up (Jessica Willows: 6:00 to 6:50).	All students should read the syllabus carefully. Students must complete the class survey (on BrightSpace) by **Jan 10**. Students who do not attend the first class or complete the survey may be dropped. Student must complete the **volunteer applications by Jan 12**. If you miss this deadline, the community partner may not be able to accommodate you.
2	Jan 15	Watch 1-hr video: Acculturation process and adaptation. Organization Tours/Training *during class time.* Students must attend the tours/trainings.	Students can start setting up group meetings with Nigel & Jess to discuss your group assignment.
3	Jan. 22	Community-Engaged Learning (by Rhianna Nagel): How to get the most out of this class. Managing multicultural identity and Individual differences in cultural adaptation.	Students create an account on OAC. (https://onlineacademiccommunity.uvic.ca/) and login once using your NetLink ID by Jan. 30th.
4	Jan. 29	Language learning & intercultural communication	Optional: Watch Video for Library workshop (by Monique Grenier): How to do literature search for the *psychology of immigration*.
5	Feb. 5	Knowledge Mobilization Workshop: Infographics and OAC (Rich McCue: 4 to 5:20pm) Family dynamics	1. Please complete the pre-workshop materials before the workshop.
6	Feb 12	Migrants & Education Immigrants in a life-span developmental perspective.	Optional: Watch video: How to find immigrant-related information for your assignment using Statistics Canada.
7	Feb 19	Family Day and Reading Break – no class Volunteering schedule may differ, but please communicate ahead with your organization	Reflection (3%): Watch a movie about family dynamics and reflect on a couple of questions.
8	Feb 26	Prejudice and Discrimination	Individual assignment due on March 1st
9	March 4	Guest lecture: Queer Migrants' experiences (by Dr. Roya Vijeh) -- 5 to 6:10 pm. In-class activity: mini-presentation	-Activity (2%): Each student should submit one slide for the mini-presentation -Peer review assignment due on March 10th
10	March 11	Migrants in the workplace (by Dr. Stacey Fitzsimmons) – 4pm to 5:20pm	
		Mental health and resilience	
11	March 18	Written test (paper and pen; 80min) Reconciliation and building relationships between immigrants and Indigenous Peoples	Test content: Week 1 to Week 10's lectures & readings
12	March 25	Guest lecture (Macayla Yan; VICCIR): Counselling and working with migrants Wrap-up: What we know and what we can do	Final submission of individual assignment (to OAC) by March 29th
13	April 1	University Closed (Easter Monday)s	
14	April 8	In-class student presentation; class celebration (note that all community partners will be invited to attend)	Group assignment (chapter) – final submission due on Apr 10th

Important considerations

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve effective learning and respectful conduct. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Attendance and absences: To succeed in this course, you should attend every class because I will present a great deal of materials not covered in your textbook/readings and expand on important points in the readings. But extenuating circumstances may arise that can make this difficult to attend every class. If you cannot attend a class, I would encourage you to ask your classmate to share their notes with you, and I also encourage everyone in this class to help each other out when your classmate ask for your help.

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

Privacy concern: Be aware that some part of this course may be recorded to allow students who are not able to attend to watch later. The instructor may record a part of a lecture only if students request and provide appropriate reasons for missing a class. However, some courses materials/discussions are sensitive and have privacy/copyright concerns and therefore will not be recorded. Students who have privacy concerns can also contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca.

Copyright Statement: All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyrightlaw, even if not marked with a ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC 1300).

Take care of yourself!

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

Social Life, Friends, & Community at UVic: Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus. https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php

Counselling Services: The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors

Health Services: The Student Wellness Centre also provides a full service primary health clinic for students. https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians

Centre for Accessible Learning: The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices: The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services: Mental health supports and services are available to students from all areas of the UVic community: https://www.uvic.ca/student-wellness/wellness-resources/mental-health/

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UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
Spring 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** (CAL) 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 class[2]. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the **Resolution of Non-Academic Misconduct Allegations policy (AC1300)** or the **Academic Integrity Policy**, whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to **http://ces.uvic.ca**. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following **Undergraduate Grading Scale** is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).
If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar…
Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

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

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

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University. Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2022.

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

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: **https://uvicombudsperson.ca/academic-integrity/**
   The **Office of the Ombudsperson** is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on

an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: **ombuddy@uvic.ca**; Web: **uvicombudsperson.ca**.

2. UVic Library Resources: **http://www.uvic.ca/library/research/citation/plagiarism/**
3. UVic Library Document on **Avoiding Plagiarism**

Prerequisites

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

Program Requirements

For more information see the **UVic Calendar**.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the **deadlines** set out in the current UVic Calendar.
Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: **http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf**

- **What to do if you miss the final exam scheduled during the formal exam period**
  Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

- **What to do if you miss an exam other than one scheduled during the formal exam period**
  Do not apply at Records Services for a "Request for Academic Concession". Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam. Medical documentation is not required.

- **What to do if you require additional time to complete course requirements**
  Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Student Support Services

Learn Anywhere is the student support portal for a full range of student academic and support services. Services include: **Centre for Academic Communication**, **Math & Stats Assistance Centre**, **Counselling Services**, **Health Services**, **Library**, **Ombudsperson**, and **Computer Help Desk**

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available.

University of Victoria Students' Society (UVSS)

The **UVSS** 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) 2024

Monday, Jan 9th	Second term classes begin for all faculties
Sunday, Jan 22nd	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25th	Last day for adding courses that begin in the second term
Sunday, Feb 12th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20th - Feb 24th	Reading Break for all faculties
Tuesday, Feb 28th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 5th	Last day of classes in second term for all faculties
Apr 11th - Apr 26th	Second-term formal examination period

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Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp

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.

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