

PSYCHOLOGY 451C (A01) – ADVANCED COGNITIVE NEUROSCIENCE: DECISION MAKING – SPRING 2021

COURSE OUTLINE

Time: Monday & Thursday, 11:30am – 12:50pm

Location: Zoom!

Website: BrightSpace

INSTRUCTOR: Prof. Adam Krawitz

Email: akrawitz@uvic.ca

Zoom Office Hours: TBA on BrightSpace

COURSE DESCRIPTION

This is an advanced undergraduate seminar on the cognitive neuroscience of decision making. We will learn about research on the mental and neural processes and systems that humans use to make decisions. As an upper-level seminar, students will be expected to take an active role in the course and engage with the material.

COURSE GOALS

My primary goals for this course are for you to:

- Learn about the cognitive neuroscience of decision making;
- Gain experience reading and presenting peer-reviewed research on this topic
- Engage in academic discussions about this topic;
- Explore how this topic relates to your life and your interests.

TERRITORY ACKNOWLEDGEMENT

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

RESPECT FOR DIVERSITY

I intend that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that students' diversity be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity, including gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Please suggest ways to improve the effectiveness of this course for you and your fellow students. 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.

SENSITIVITY OF COURSE MATERIAL

We each bring our own life experiences to class and I encourage you to share in class as it relates to our topic. Occasionally, you may find the material we cover to be sensitive and particularly relevant to your life experience. I recognize that these experiences may be delicate and highly personal. If anyone in the class chooses to share personal material, I ask that, as a class and as individuals, we are respectful of the sensitive nature of this information and act accordingly.

PREREQUISITES AND REGISTRATION

The prerequisites for this course are: PSYC 300A; and PSYC 351C or two of 351A, 351B, and 351D.
The pre- or co-requisite is 300B.

Students are responsible for checking their own registration status. Students will not be added to the course after the Add Deadline on January 22. Students may not be automatically dropped for non-attendance, so students deciding to drop the course must do so themselves. The Drop Deadline with 100% fee reduction is January 19, with 50% fee reduction is February 9, and without penalty of failure is February 28. Refer to the UVic Calendar for further dates: <https://www.uvic.ca/calendar/dates/>

REQUIRED MATERIALS

Redish, A. D. (2010). *The Mind within the Brain: How We Make Decisions and How Those Decisions Go Wrong*. New York: Oxford University Press. **For sale at the UVic Bookstore and online.**
All other reading materials will be available as PDFs on BrightSpace or through the library.

ONLINE COURSE

Since PSYC 451C (A01) Spring 2021 is an entirely online course, several things will be different than is typical for this course at UVic. Developing the rapport of a seminar-style class on Zoom is a challenge! So, please be patient and flexible as the term unfolds, and be aware that plans might be adjusted as we discover what is and is not effective in this new environment.

An overarching goal is to provide you with the experience of an upper-level seminar class as best we can. The 400-level seminars are an important capstone experience for many students as they near graduation.

Availability: Our class meets **Monday & Thursday, 11:30am – 12:50pm**. As per the official UVic policy (<https://www.uvic.ca/students/covid-19/academics/>): **Students should be available during the time slots indicated for the course in which they are registering.**

Classroom: Our online classes will meet using **Zoom**. We are using UVic's enterprise installation of Zoom, which includes enhanced security features to keep our virtual classroom safe and secure. You will need to **log in with your UVic Netlink ID through BrightSpace**. **Details about accessing our Zoom classroom will be sent out by email and will be available on BrightSpace.**

Recording: **Classes will be recorded and posted to BrightSpace for your reference.** Note that this is not intended as a replacement for attending class, but rather as a backstop in case of technical difficulties.

Class Format: Classes will be highly interactive, with a combination of presentations, discussion, and small-group activities in Zoom Breakout Rooms. I will be leading the first few classes, but after that, you will take turns presenting and leading discussion. The presenter will be able to screen share their PowerPoint slides or whatever other presentation format they choose to use. Based on experience, Zoom Chat is an effective way to ask questions, or indicate that you would like to ask a question via audio/video. Hopefully, this format will break things up, keep us engaged, and maximize understanding!

Zoom Classroom Etiquette:

Audio: Please keep your microphone off unless you are the one speaking or you are in a breakout room. This greatly helps with sound quality and avoids audio feedback.

Video: Since this is a seminar class, and participation is expected, I highly encourage you to keep your video on to help create a more comfortable and collegial atmosphere.

General: In general, if we act the same way as we would in a real classroom, we should be fine.

Exam: There will be one open-book written exam administered through **BrightSpace**. I will discuss the details of how it will work as we approach the date.

Office Hours: I will be holding online office hours through **Zoom**. The link will be in **BrightSpace**. When you enter office hours, you will initially be in the main room. For general content questions, we can stay there so multiple students can benefit from the discussion. In cases where a student wishes to discuss matters privately, I will bring them into a breakout room. Everyone else can stay in the main room – feel free to chat while hanging out!

Intellectual Property: You do **NOT** have permission to post course material, including lecture slides, assignments, or exams, on the Internet or to share this material with anyone else. If you do so, you are committing a violation of academic integrity, as per the UVic Policy on Academic Integrity (https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_OxsM_V), and may be subject to a zero on the exam or assignment, a failing grade for the course, and/or disciplinary probation or permanent suspension from the University of Victoria.

GRADES

Your final letter grade in the course will be based on your total percent score according to the standard UVic grading scale (<https://www.uvic.ca/calendar/undergrad/index.php#/policy/S1AAgoGuV>). Final grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. The minimum percentage necessary for each grade is as follows:

Letter grade:	A+	A	A-	B+	B	B-	C+	C	D
Minimum %:	90	85	80	77	73	70	65	60	50

EVALUATION

Your grade will be based on the following items:

<u>ITEM</u>	<u>DATE</u>	<u>% OF GRADE</u>	
BrightSpace Discussion posts	Thu., Jan. 14 – Thu., Mar. 18	15	} = 100%
Seminar leadership	Thu., Jan. 28 – Thu., Mar. 18	15	
Seminar participation	throughout	20	
Written exam	Thu., Mar. 25	20	
Research proposal	Thu., Mar. 4	5	
Research presentation	Mon., Mar. 29 – Mon., Apr. 12	5	
Research paper	Fri., Apr. 16	20	

BrightSpace Discussion posts (15%): For each class with assigned readings (classes 2 through 18), you are to post a reaction to the readings in the BrightSpace Discussion, **by 6pm the evening before the class. (One exception: You don't need to post a reaction for the class you are in charge of presenting.)** Your reaction might be a question, a criticism, or a link between a reading and material from an earlier class or another source, experience, etc... You should aim to make these posts short and sweet – a few sentences will often be enough. The goal is to make a substantive contribution. The grade will be based on the content, not the grammar and spelling, as long as they are not an impediment to comprehension. Each post will receive either a 0 (essentially nothing), 1 (something minimal or lacking an independent contribution), or 2 (a substantive contribution). In addition to posting your own reaction, and reading the other students' posts before class, I encourage you to reply to one another's posts so as to develop a discussion about the material. I will consider these additional posts as contributing to your seminar participation.

Seminar leadership (15%): Following the initial classes, led by Prof. Krawitz, each of you will be asked to serve as leader of a class (classes 6 through 18) either alone or with a partner. The role of class leader is three-fold:

1. **Your first task is to lead the class through the reading(s).** Talking through the figures in a paper is often a useful way to discuss the critical features. Incorporating outside material or the article's supplemental material may also be helpful. In addition, depending on the particular paper, it may be useful/helpful/fun to have the class participate in an activity in order to better understand the task or phenomenon being studied. You may also incorporate the use of media into your presentation or use other relevant tools to explain concepts.
2. **Your second task is to facilitate discussion** of important issues that you have identified in the readings, or that other students raised in their BrightSpace posts. This may involve any number of strategies such as asking the class to respond to one or more of the submitted questions, asking students to generate a list of items, splitting the class in half to argue opposing positions, or dividing into sub- groups to generate responses and report back. You may also choose to implement a "hands on" activity to facilitate the discussion.
3. **Your third task is to provide guidance** to the group so that major points are covered and the discussion does not become too diffuse or tangential.

Seminar participation (20%): Participation in class and active engagement with the material are critical to a successful seminar course. We will all learn more if we ask questions, make comments, participate in group activities, and generally contribute in a positive way to the learning environment. I hope that the BrightSpace Discussion posts will provide a jumping off point for discussion – don't hesitate to bring up your post in class if it isn't being addressed.

Written exam (20%): There will be one written exam on **Thursday, March 25**. The exam will consist of essay questions that require you to integrate and apply the concepts and material from the course. We will discuss the exam in more detail during the term.

Research proposal (5%): You are to select a topic related to the cognitive neuroscience of decision making. This could be a detailed exploration of a topic only touched on in class, a related topic, or an application of the course material to another area of interest. You should go beyond the course readings. This is an opportunity for you to find an intersection between the course content and your other interests. Your proposal should describe your topic, how it relates to the cognitive neuroscience of decision making, and how you will approach the topic, and provide examples of the relevant literature. A one-page typed proposal for your topic is due on **Thursday, March 4**.

Research presentation (5%): During the last classes of the term, each student will give a short presentation on their chosen research topic. This is your opportunity to share your topic of interest with the rest of us. The presentations will be 8 to 15 minutes long (depending on final enrollment), followed by a couple of minutes for questions.

Research paper (20%): A 12 to 15 page double-spaced typed report on your research topic of choice. You should incorporate references to peer-reviewed scientific articles, but don't just describe the articles, you should integrate the material and provide your own perspective on it. Your paper will be evaluated for being well-written and free of errors, for the references you cite and your use of them, and for the quality and organization of your argument. The paper is due on **Friday, April 16**.

COURSE EXPERIENCE SURVEY (CES)

Near the end of the term, you will receive an email inviting you to complete the CES online. **Please complete the CES.** You can complete it at any time through the last day of classes.

I value your feedback on this course! The more students that complete the survey, the more meaningful and informative the results will be. The CES provides vital information that I will use to improve this course in the future. It will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you.

ACADEMIC CONCESSION

Absences and late work will be treated as unexcused unless a valid reason is provided, such as: personal illness or accident; family affliction; or absence due to official University activity. At the discretion of the instructor, those granted a concession will be allowed to complete the work late. In the case of unexcused missed work or lateness, a grade of zero will be recorded for the missed/late component. If you will need time beyond the end of the term, you must apply to the Office of the Registrar to request a deferral (see the UVic Calendar for guidelines: <https://www.uvic.ca/calendar/undergrad/index.php#/policy/HJjAxiGO4>).

TIPS FOR SUCCESS

Please consider the following suggestions for maximizing success:

Take care of yourself and do your best to maintain a **healthy lifestyle** by eating well, exercising, getting enough sleep and taking some time to relax.

Read the **book chapters** and the **research articles** to prepare for the classroom presentations.

Attend, participate, and engage in class.

Use the posted **slides** from Prof. Krawitz and your fellow students for note-taking, reference, and studying.

Focus not just on facts, but also on **concepts, methods**, logical arguments, and **integration** across topics.

If you struggle in the course, **seek help sooner rather than later** – I want you to succeed!

SOURCES OF ASSISTANCE

Please make use of the following resources as needed:

Course: Do you have questions about course material or marking? Or do you just want to chat about the course? Please feel free to contact Prof. Krawitz by email, during office hours, or approach me at the end of class.

BrightSpace, Zoom, Kaltura, etc...: For issues using BrightSpace, Zoom, Kaltura, or other tools associated with the transition to online classes, visit UVic's Learn Anywhere site:

<https://onlineacademiccommunity.uvic.ca/learnanywhere/>

Email, Netlink ID, Lab Computers: For technical matters, please contact the Computer Help Desk:

helpdesk@uvic.ca, (250) 721-7687, Clearihue A004, or visit the University Systems Help Centre:

<https://www.uvic.ca/systems/support/>

Learning Assistance Program: Are you struggling with understanding course material or finding effective study methods? You may want to consult with the tutors and learning strategists at the Learning Assistance Program (fees may apply): <https://onlineacademiccommunity.uvic.ca/lap/>

Academic Accommodation: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodation, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations: <https://www.uvic.ca/services/cal/>

English as an Additional Language: If English is not your first language and you are having trouble because of that, please contact the English Language Centre: <https://continuingstudies.uvic.ca/elc/>

Counselling Services: Counselling Services 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/services/counselling/>

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

Mental Health and Well-being: Most students at one time or another struggle with mental health issues (anxiety, depression, insomnia, substance abuse, etc.). UVic has a wealth of resources to help students through those tough times: <https://www.uvic.ca/mentalhealth/>

Students are expected to familiarize themselves with the Department of Psychology Important Course Policy Information (attached).

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TENTATIVE COURSE SCHEDULE

BrightSpace Discussion posts are due for each class with an underlined class number (classes 2 through 18). Students may lead classes with a **bold and underlined** class number (classes **6** through **18**).

- | Class Date | Topic |
|--------------------------------------|---|
| <u>1</u> Mon., Jan. 11 | What is this course?
Ogas, O. (2006, November 9). Who wants to be a cognitive neuroscientist millionaire? <i>Seed Magazine</i> . Retrieved from http://seedmagazine.com |
| <u>2</u> Thu., Jan. 14 | What is a decision?
<i>The Mind within the Brain</i> : Preface (pp. ix-xi), Chapter 1 (pp. 3-8), Chapter 2 (pp. 9-13)
Yates, J. F., & Tschirhart, M. D. (2006). Decision-making expertise. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), <i>The Cambridge handbook of expertise and expert performance</i> (pp. 421-438). Cambridge, UK: Cambridge University Press. |
| <u>3</u> Mon., Jan. 18 | What is value?
<i>The Mind within the Brain</i> : Chapter 3 (pp. 15-22)
Kahneman, D., & Tversky, A. (1984). Choices, values, and frames. <i>American Psychologist</i> , 39(4), 341-350. https://doi.org/10.1037/0003-066X.39.4.341 |
| <u>4</u> Thu., Jan. 21 | How do we learn from rewards and punishments?
<i>The Mind within the Brain</i> : Chapter 4 (pp. 23-34)
Montague, P. R., Hyman, S. E., & Cohen, J. D. (2004). Computational roles for dopamine in behavioural control. <i>Nature</i> , 431(7010), 760-7. https://doi.org/10.1038/nature03015 |
| <u>5</u> Mon., Jan. 25 | Should I wait?
<i>The Mind within the Brain</i> : Chapter 5 (pp. 35-40)
Sellitto, M., Ciaramelli, E., & di Pellegrino, G. (2010). Myopic discounting of future rewards after medial orbitofrontal damage in humans. <i>Journal of Neuroscience</i> , 30(49), 16429-36. https://doi.org/10.1523/JNEUROSCI.2516-10.2010 |
| <u>6</u> Thu., Jan. 28 | What brain systems are involved in decision making?
<i>The Mind within the Brain</i> : Chapter 6 (pp. 43-59)
Rangel, A., Camerer, C., & Montague, P. R. (2008). A framework for studying the neurobiology of value-based decision making. <i>Nature Reviews Neuroscience</i> , 9(7), 545-56. https://doi.org/10.1038/nrn2357 |
| <u>7</u> Mon., Feb. 1 | What is the role of emotion in decision making?
<i>The Mind within the Brain</i> : Chapter 7 (pp. 61-64), Chapter 8 (pp. 65-74)
Bechara, A., Damasio, H., & Damasio, A. R. (2000). Emotion, decision making and the orbitofrontal cortex. <i>Cerebral Cortex</i> , 10(3), 295-307. https://doi.org/10.1093/cercor/10.3.295 |
| <u>8</u> Thu., Feb. 4 | How do we organize our behavior?
<i>The Mind within the Brain</i> : Chapter 9 (pp. 75-86)
Botvinick, M. M. (2008). Hierarchical models of behavior and prefrontal function. <i>Trends in Cognitive Sciences</i> , 12(5), 201-8. https://doi.org/10.1016/j.tics.2008.02.009 |
| <u>9</u> Mon., Feb. 8 | How can we banish the homunculus?
<i>The Mind within the Brain</i> : Chapter 10 (pp. 87-96)
Hazy, T. E., Frank, M. J., & O'Reilly, R. C. (2006). Banishing the homunculus: making working memory work. <i>Neuroscience</i> , 139(1), 105-18. https://doi.org/10.1016/j.neuroscience.2005.04.067 |

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Class Date	Topic
10 Thu., Feb. 11	How are basic perceptual decisions made? <i>The Mind within the Brain</i> : Chapter 11 (pp. 97-105) Gold, J. I., & Shadlen, M. N. (2001). Neural computations that underlie decisions about sensory stimuli. <i>Trends in Cognitive Sciences</i> , 5(1), 10–16. https://doi.org/10.1016/S1364-6613(00)01567-9
(Mon., Feb. 15)	Family Day – No class!
(Thu., Feb. 18)	Reading Break – No class!
11 Mon., Feb. 22	Do we know why we decide the way we do? <i>The Mind within the Brain</i> : Chapter 12 (pp. 107-112), Chapter 13 (pp. 113-124) Danziger, S., Levav, J., & Avnaim-Pesso, L. (2011). Extraneous factors in judicial decisions. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 108(17), 6889–92. https://doi.org/10.1073/pnas.1018033108 Johansson, P., Hall, L., Sikström, S., & Olsson, A. (2005). Failure to detect mismatches between intention and outcome in a simple decision task. <i>Science</i> , 310(5745), 116–119. https://doi.org/10.1126/science.1111709
12 Thu., Feb. 25	How do we deal with the unknown? <i>The Mind within the Brain</i> : Chapter 14 (pp. 125-132) Huettel, S. A., Stowe, C. J., Gordon, E. M., Warner, B. T., & Platt, M. L. (2006). Neural signatures of economic preferences for risk and ambiguity. <i>Neuron</i> , 49(5), 765–75. https://doi.org/10.1016/j.neuron.2006.01.024
13 Mon., Mar. 1	How do we exhibit self-control? <i>The Mind within the Brain</i> : Chapter 15 (pp. 133-141) Hare, T. A., Camerer, C. F., & Rangel, A. (2009). Self-control in decision-making involves modulation of the vmPFC valuation system. <i>Science</i> , 324(5927), 646–8. https://doi.org/10.1126/science.1168450
14 Thu., Mar. 4	What is the relationship between mind, brain, and body? Research proposal due <i>The Mind within the Brain</i> : Chapter 16 (pp. 145-160), Chapter 17 (pp. 161-170) Ajiboye, A. B., Willett, F. R., Young, D. R., Memberg, W. D., Murphy, B. A., Miller, J. P., ... Kirsch, R. F. (2017). Restoration of reaching and grasping movements through brain-controlled muscle stimulation in a person with tetraplegia: a proof-of-concept demonstration. <i>The Lancet</i> , 389, 1821–1830. https://doi.org/10.1016/S0140-6736(17)30601-3
15 Mon., Mar. 8	What is the neural basis of addiction? <i>The Mind within the Brain</i> : Chapter 18 (pp. 171-183), Chapter 19 (pp. 185-192) Naqvi, N. H., Rudrauf, D., Damasio, H., & Bechara, A. (2007). Damage to the insula disrupts addiction to cigarette smoking. <i>Science</i> , 315(5811), 531–4. https://doi.org/10.1126/science.1135926
16 Thu., Mar. 11	There's no accounting for taste, or is there? <i>The Mind within the Brain</i> : Chapter 20 (pp. 193-197), Chapter 21 (pp. 199-202) McClure, S. M., Li, J., Tomlin, D., Cypert, K. S., Montague, L. M., & Montague, P. R. (2004). Neural correlates of behavioral preference for culturally familiar drinks. <i>Neuron</i> , 44(2), 379–87. https://doi.org/10.1016/j.neuron.2004.09.019
17 Mon., Mar. 15	How do we make moral decisions? <i>The Mind within the Brain</i> : Chapter 22 (pp. 205-209), Chapter 23 (pp. 211-226) Greene, J. D., Nystrom, L. E., Engell, A. D., Darley, J. M., & Cohen, J. D. (2004). The neural bases of cognitive conflict and control in moral judgment. <i>Neuron</i> , 44(2), 389–400. https://doi.org/10.1016/j.neuron.2004.09.027

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<u>Class Date</u>	<u>Topic</u>
18 Thu., Mar. 18	Is there free will? <i>The Mind within the Brain</i> : Chapter 24 (pp. 227-236), Epilogue (pp. 237-238) Obhi, S., & Haggard, P. (2004). Free will and free won't. <i>American Scientist</i> , 92(4), 358-365.
19 Mon., Mar. 22	Review for exam
20 Thu., Mar. 25	Written exam
21 Mon., Mar. 29	Research presentations
22 Thu., Apr. 1	Research presentations
(Mon., Apr. 5	<i>Easter Monday – No class!</i>)
23 Thu., Apr. 8	Research presentations
24 Mon., Apr. 12	Research presentations
Fri., Apr. 16	Research paper due

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 2021

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 January 2021.

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.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- ***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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***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 submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***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 (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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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 January 2021.

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/tips/plagiarism/>
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. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

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/mentalhealth/undergraduate/connecting/index.php>

Counselling Services:

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

www.uvic.ca/services/health/

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: www.uvic.ca/mentalhealth/undergraduate/

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