
| PSYC 203 | Psychology of Everyday Life | Winter 2019 |
|----------------------|-----------------------------|---|
| Instructor: | Dr. Mark Holden | Lecture Location: ST 140 |
| Phone: | 403-210-9552 | Lecture Days/Time: MWF 15:00 – 15:50 |
| Email: | mark.holden@ucalgary.ca | |
| Office: | Admin 214 | TA Contact Info: Harrison Boss |
| Office Hours: | TBA | hcdboss@ucalgary.ca |

Course Description

This course will provide students with an understanding of the key theories, research methods, and discoveries in coping and resilience, identity development, interpersonal relationships, and mental health and wellness. Through a focus on adjustment issues that arise in everyday life, this course will demonstrate some of the ways in which psychology can be used to benefit students' wellbeing in their personal and professional lives.

Course Format

Instruction in this course will make use of a variety of techniques, including lectures, demonstrations, audio-visual presentations, discussions, readings, classroom problems, and (maybe) the occasional guest speaker. I outline these techniques below. As you read, I will ask you to notice that there are a number of activities in which I expect students to be **active participants** in the learning process. Research shows that this type of participation improves learning and retention of material, and – anecdotally – it makes classes a lot more fun, too!

Lectures: formal lectures will expand upon and emphasize key points from the readings. These lectures may be the primary method of instruction, but they are by no means the only method.

Demonstrations: demonstrations are common in my courses, and they often are used to highlight or emphasize concepts, methods, or techniques. Some demonstrations require the assistance of a single, brave volunteer while others may include the entire class. The key point is that students are expected to be active participants in the learning process.

Audio-Visual Presentations: sometimes a picture can be worth a thousand words. And a video might be worth millions. Research has shown that carefully-selected videos can make material much more memorable.

Discussions: we will occasionally engage in small- or large-group discussions in this course. This method is used more often in my later courses, but please be prepared to make friends with the person next to you!

Readings: the textbook is an excellent resource for this course, and students are expected to keep up with the assigned readings. That said, lectures do expand on the readings so I would not expect to do well by reading the book alone and not attending class.

Classroom Problems: I occasionally give students sample problems in class. Students are expected to try to solve the problem in pairs or in small groups. We will then go over the answers as a class. Although you might be tempted to not bother trying to answer (and just write down the correct answer later), research strongly suggests that your learning will be better for the effort – even if you don’t solve the problem the first time!

Guest Speakers: I occasionally invite guest speakers to class, if they have a unique and valuable perspective on some aspect of the course material.

Course Website

The course website is on D2L at <https://d2l.ucalgary.ca>

It is on this website that you will find important announcements, download lecture slides, hand in assignments, and find links to other resources (as necessary). Please check it often.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

| Course Learning Outcomes | Assessment Methods | PLO(s) | Level(s) |
|---|--------------------|---------------|----------|
| Evaluate the extent to which biological versus environmental factors interact to influence one’s adjustment and wellbeing | Exams, Assignments | 1, 2, 3, 6, 7 | I |
| Identify and address cognitive biases that can lead to stereotyping, prejudice, and discrimination | Exams, Assignments | 1, 2, 4, 5, 7 | I |
| Explain the different influences on development of self and relationships with others | Exams, Assignments | 1, 2, 4, 6, 7 | I |
| Identify and address stressors within your own personal and professional life and develop techniques to build personal resilience to those stressors. | Assignments | 1, 3, 5, 6, 7 | I |
| Identify and source appropriate and reliable information about adjustment and wellbeing | Assignments | 1, 6 | I |
| Generate and work toward solutions for personal goals using psychological research | Assignments | 3, 5, 6, 7 | I |

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Note: Psyc 203 does not count toward the minimum requirements for the Major or Honours in Psychology. Psyc 200 and Psyc 201 (Principles of Psychology I and II) are prerequisite courses for all psychology courses. Psyc 203 cannot be used in place of Psyc 200 or 201.

Prerequisites

There are no prerequisites for this course

Required Text

Weiten, W., Dunn, D. S., and Hammer, E. Y. (2015). Psychology Applied to Modern Life: Adjustment in the 21st Century (11th Ed.), Belmont, CA: Nelson Education Ltd. (available in the university bookstore)

Classroom Expectations

The Psychology of Everyday Life is frequently a large course, no matter the university. In general, with this many students in one room, there can be a fair amount of confusion and noise generated. A few simple guidelines will help to keep the confusion to a minimum, and provide a reasonably quiet learning environment for *all* students. I have included a set of expectations for both the students as well as for myself, below. In general, these all boil down to one simple rule, though: **I expect us all to be respectful of one another, and for each of us to do our part in making this a safe, comfortable learning environment for everyone.** By creating and maintaining a civil classroom atmosphere – in which members of the class treat each other with mutual respect – we establish a classroom in which attention and energy is focused on teaching and learning, rather than on frustration, conflict, and distrust.

Expectations of Students

- **To be punctual, prepared, and attentive during class**
 - Lecture will start at 3:00 p.m. Please be sure to be in your seat and ready for class by this time. If you absolutely cannot avoid being late, please enter the room as quietly as possible and minimize the disruption for your fellow students. If necessary, sit in the first available seat and try to find your friends at the break.
- **To stay in class (and not begin packing bags) until dismissed**
 - Please refrain from packing up as I begin to wind down a class. Oftentimes, at the end of class I have an important announcement about readings to be omitted, assignment deadlines, and so on. Packing up, or shuffling up and down the aisles causes a great deal of distraction, and may result in you or your fellow students missing these important announcements.
- **To make every effort not to be a distraction to students around you**
 - In some cases, students are not even aware of how distracting certain activities are. Obvious examples include talking on a cell phone, or with a neighbor. Less obvious examples include texting, or checking social media on one's laptop. These are incredibly distracting behaviors for everyone behind or near you. Please refrain from doing so until the break. Also, I would request that cell phones be turned off during class lecture (except at breaks).
- **To be willing to participate positively and constructively during class**
 - As outlined above, active participation is a critical component to my teaching style, and improves student learning and retention of material. Acting bored or dismissive is disrespectful to both the instructor and to your fellow students.
- **To treat all other students in the class, as well as the instructor, with respect**
 - We are very lucky to have a diverse population of students at the U of C, who come from different backgrounds and bring different experiences with them. These differences are a valuable means by which we will learn about individual and group differences. I will insist that all of us treat those students who are willing to share their thoughts and experiences with our full respect and attention. Avoid disrespectful comments, tones of voice, or facial expressions.
- **To understand and abide by the procedures and regulations outlined in the syllabus**

Expectations of the Instructor

- **To be punctual, prepared, and enthusiastic during class to facilitate student learning**
 - As I mentioned in the opening note on the syllabus, I love this course. I will always come to class prepared and happy to be teaching you.
- **To treat all students with dignity, respect, and fairness in order to provide a class structure that encourages learning**
 - Teachers who are disrespectful to students need to find another occupation. Seriously. A proper learning environment is one in which students feel safe to share their thoughts, experiences, or questions. Therefore, I have always treated my students with dignity, respect, and fairness. I do not play favorites, and I *never* belittle my students. I know that it is a bit daunting to raise your hand and share your personal experiences in class. As such, I hold *all* my students in high esteem, regardless of how well they perform in my classes, and I try my best to communicate this to them through both my words and my actions.
- **To grade objectively, consistently, and to return grades in a timely manner**
 - Again, I do not play favorites. In an attempt to keep marking from being subjective, all written materials are marked using a rubric (grading scheme) which is applied fairly and consistently to all students. The grading time may vary with time of year and the type of assignment. However, you will always have your assignment grades returned in as timely a manner as possible.
- **To be genuinely concerned about and interested in student learning and performance, and to be sensitive to student needs or concerns**
 - I always want my students to succeed. I do not provide “easy bonus marks” but I will readily try to help any student with *any* aspect of the course that they are struggling to understand. If special circumstances arise that might adversely affect your course performance, please let me know as soon as possible. I can’t help if I don’t know about it.
- **To understand and abide by the procedures and regulations outlined in the syllabus**

Asking Questions During Class

Asking questions during lecture is an extremely important part of learning. I strongly encourage you to ask a question whenever you require clarification on an issue, or have an observation to make yourself. Sometimes, though, we may have so many questions or comments on a particular topic that I will need to limit the amount of time we spend on that topic, so that we can cover the required material. If this is the case, please make sure to either send your question via e-mail, or use the “question box” provided.

Note: Routine questions such as “Where is the exam?” or “What chapters are covered for the midterm?” (and so on) may already be addressed on the course website and are listed in the tentative Lecture Schedule.

Assessment Methods

Midterm Exam 1 (25%)

Covers all class material from Jan 11 – Feb 8, including the relevant textbook material. 40 points, multiple choice

February 11th, 2019

Midterm Exam 2 (25%)

Covers all class material from Feb 13 – Mar 15 including the relevant textbook material. 40 points, multiple choice

March 18th, 2019**Final Exam (31%)**

Cumulative Exam. Emphasis on material after March 15, including the relevant textbook material. 50 points, multiple choice

To be scheduled by the Registrar

Assignments (16%)

Students will be required to complete 4 assignments over the course of the semester. These assignments will be written papers approximately 1.5 to 2 pages (single-spaced) in length, and will involve a combination of reflection papers (e.g. influences in our life that may affect adjustment), as well as hypothetical scenarios, generating solutions for personal goals and/or wellness, and discussion of stressors and techniques to build resilience to these stressors. These papers will require students to really examine their own patterns of behaviors (e.g. in response to stress) and to discuss ways in which these are adaptive and how they could be improved. More information on these assignments may be found below.

Experiential Learning / Article Evaluation (4%)

You are also asked to participate in psychological research studies as part of an experiential learning component for introductory psychology courses. More information on this is found below.

Extra Information about Exams:

The use of computers, iPads, phones, graphing calculators, or any other programmable technology is NOT permitted during the exams. Study aids (e.g. books or notes) are also NOT permitted during exams.

Extra Information about Assignments:

As outlined above, students will be given a series of thoughtful reflection papers which are designed to help us examine our own patterns of behaviors, biases, and flawed thought processes. The goal of these assignments is for students to recognize these patterns (including maladaptive ones) and to work toward improving their wellbeing through the thoughtful application of psychological principles and research.

Each assignment will be a written paper, and will be approximately 1.5 to 2 pages in length. These assignments will be single spaced, will use size 12, Times New Roman font, and 1 inch margins. Each of the 4 assignments will count equally toward the 16% "assignments" component of your final grade.

Each assignment will be graded for (1) level of thought and detail in applying the assignment topic to personal experiences or behaviours, (2) correctly describing relevant psychological theories, principles, or ideas, (3) detailed action plan for improving self/wellness, guided by psychological principles (when required), (4) summary of data collected to chart progress toward goal and conclusions drawn based on these data (when required), and (5) clarity of

communication in writing. Further details about each of the components required for your project will be provided in class and posted on D2L.

Assignments are due by 11:59 pm on the date indicated on the schedule.

All assignments will be handed in online, and MUST be handed in to the appropriate D2L dropbox folder.

Without approved documentation, late assignments will receive a penalty of 20% per day late (including weekend days), up to a maximum of 4 days late. After this time, it will receive 0 points.

Due dates for the assignments may be found below, included in the Lecture Schedule.

Extra Information about Experiential Learning /Article Evaluation Component:

Finally, to help students learn about research, you are encouraged to take part in research that is being conducted right here at the U of C. One great way to learn about psychological research is to take part in it! In doing so, you will be helping researchers from the department gather new information about human behavior. And, you will also get the chance to learn about the research process from the “inside.” Finally, after you have participated in any study, you will be given a “debriefing” form that will explain the study’s purposes and goals.

Note: The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. **The last day to participate in research and allocate credits is April 12, 2018**

As an alternative, those students who do not wish to participate in psychological research may fulfill this requirement by reading 4 research articles published in psychological journals (from a selection chosen by your instructor and made available online) and writing a brief summary report on each of them. Each article summary is worth 1 credit.

Students are required to complete either 4 credits of research participation or 4 article summaries.

Also, students may also take a combination approach (e.g. 1 paper, and 3 research credits).

This experiential-learning/article-evaluation component provides enriched learning opportunities in this introductory course. To reiterate, you can complete this component by participating in research studies (Option 1: Research Participation), by completing 1-page article evaluations from a designated list (Option 2: Article Evaluations), or by a combination of the two options. Thus, you will learn more about psychology by taking part in research studies and/or by reading and evaluating articles from a psychological perspective.

Option 1: Research Participation. Students can complete this course component by creating an account and participating in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. Students earn 0.5% (0.5 credits) for each full 30

minutes of participation. Each study will be followed by an educational debriefing experience. The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. **The last day to participate in research and allocate credits is April 12, 2019.**

Option 2: Article Evaluations. Students can complete this course component by reading and evaluating articles. Students earn 1% (1 credit) for each acceptable evaluation. Students can submit only one evaluation per due date (**January 18, February 8, March 1, March 22, 2019**), late submissions will not be accepted. Please consult the Blackboard for this course for more information about this option.

Option 3: Combinations of Options 1 and 2. Students can complete this course component through any combination of Options 1 and 2 (e.g., 3% through Option 1 and 1% through Option 2, or vice versa). Given that each article evaluation counts for 1%, students who complete, for example, 2.5% through Option 1 would need to complete two evaluations to successfully complete all 4% of this course component. As mentioned under Option 2, students can only submit one article evaluation per due date, late submissions will not be accepted. Thus, students who opt to combine Options 1 and 2 must plan ahead carefully.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and

content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

| | | | | | | | |
|----|---------|----|--------|----|--------|----|--------|
| A+ | 96-100% | B+ | 80-84% | C+ | 67-71% | D+ | 54-58% |
| A | 90-95% | B | 76-79% | C | 63-66% | D | 50-53% |
| A- | 85-89% | B- | 72-75% | C- | 59-62% | F | 0-49% |

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments may be found below as well.

| Date | Topic | Chapter Reading | Assignment |
|-----------------|---|-----------------------|---|
| F Jan 11 | <i>MWF Lectures Begin.</i> Introduction to Psyc 203 | Syllabus | |
| M Jan 14 | Adjusting to Modern Life | Chapter 1 | |
| W Jan 16 | | | |
| R Jan 17 | | | <i>Last day to drop Winter Term half courses.</i> |
| F Jan 18 | Research Methods in Psychology <i>Last Day to Add or Swap Winter Term half-courses. Last day for change of registration from audit to credit or credit to audit.</i> | | |
| M Jan 21 | Stress & Coping | Chapters 3 & 4 | |
| W Jan 23 | | | |
| F Jan 25 | <i>Fee payment deadline for Winter Term fees.</i> | | |
| M Jan 28 | | | Assignment 1 due |
| W Jan 30 | Psychology and Physical Health | Chapter 5 | |
| F Feb 1 | | | |
| M Feb 4 | | | Assignment 2 due |
| W Feb 6 | | | |
| F Feb 8 | Personality | Chapter 2 | |
| M Feb 11 | Midterm Exam 1 (25%) | Ch. 1, 3, 4, 5 | |

| | | | |
|------------------|---|------------------------|---|
| W Feb 13 | Personality cont'd | Chapter 2 cont'd | |
| F Feb 15 | | | |
| Feb 17-24 | Reading Days. No lectures. University Open (except Family Day) | | |
| M Feb 18 | Alberta Family Day, University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. | | |
| M Feb 25 | The Self | Chapter 6 | |
| W Feb 27 | | | |
| F Mar 1 | | | |
| M Mar 4 | Social Thinking & Social Influence | Chapter 7 | |
| W Mar 6 | | | |
| F Mar 8 | | | |
| M Mar 11 | Gender & Behavior | Chapter 11 | Assignment 3 due |
| W Mar 13 | | | |
| F Mar 15 | | | |
| M Mar 18 | Midterm Exam 2 (28.33%) | Ch. 2, 6, 7, 11 | |
| W Mar 20 | Intimacy & Sexuality | Chapters 9, 10, 12 | |
| F Mar 22 | | | |
| M Mar 25 | | | |
| W Mar 27 | | | |
| F Mar 29 | Psychological Disorders & Psychotherapy | Chapters 14, 15 | |
| M Apr 1 | | | |
| W Apr 3 | | | |
| F Apr 5 | | | |
| M Apr 8 | Positive Psychology | Chapter 16 | Assignment 4 due |
| W Apr 10 | | | |
| F Apr 12 | Career Choices and Career Development | Chapter 13 | |
| | | | <i>Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.</i> |
| Apr 15-27 | Winter Term Exam Period. | | |

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. **The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.**

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for

Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>
Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca
(<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.

