

PSYCH 415	Qualitative Inquiry in Psychology		Fall 2019
Instructor:	Adam T. Murry, PhD	Lecture Location:	SH 157
Phone:	403-220-6002	Lecture Days/Time:	MWF 12:00-12:50pm
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Office Hours:	MF 1:00-2:00 or By apt.	Lab 2 Day/Time:	R 9:30-11:20am

Course Description and Goals

This course will provide an overview of qualitative research methods commonly used in psychology and provide students with an introduction to the process of conducting independent qualitative research. Readings will cover popular approaches to qualitative investigation, including grounded theory, Q methodology, narrative analysis, and ethnography, along with examples from the empirical literature. Students will gain firsthand knowledge of research ethics certification, conducting a literature review for the purposes of developing research questions, collecting and analyzing data, and delivering their results in written and presentation formats.

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)
Explain principal justifications for using qualitative methods	Short essay quiz	1, 4, 5	C
Classify different qualitative approaches by their attributes, strengths, and weaknesses	Short essay quiz	1, 4, 5	C
Determine appropriate qualitative method given a particular research question	Reflective papers	2, 4, 5, 6	C
Evaluate the quality of qualitative research using established criteria	Article critiques	2, 5, 6	C
Design a study using qualitative methods, including: the nature and size of the sample, the data collection method, the data analysis method, and techniques to ensure the quality of the study	Research paper	2, 4, 5, 7	A
Develop an interview guide, conduct and record semi-structured interviews, and transcribe interviews	Laboratory assignments	3, 7	C
Conduct a Thematic Analysis of interview data	Laboratory assignments	3, 7	A
Compose a research paper based on interview data	Research paper	2, 4, 5	A
Prepare and deliver an oral presentation based on the research paper	Research presentation	4, 5	A

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.

Prerequisites

Psychology 300 (Research Methods and Data Analysis in Psychology I), 301 (Research Methods and Data Analysis in Psychology II), and admission into the Psychology major or Honours program.

Required Text

Willig, C. & Stainton-Rogers, W. (2017). *The SAGE handbook of qualitative research in psychology* (2nd Edition). Thousand Oaks, CA: Sage Publications.

Text can be purchased through the university's bookstore or other venues. Electronic versions are acceptable if that is a platform that is desirable to you. Venues such, as google play, has discounted electronic copies available for purchase or rent and the university's library has electronic versions for checkout. The 1st edition is also acceptable if you have no options but it's not as good and some content for the course is missing.

Juntunen, C.L., Barraclough, D.J., Broneck, C.L., Seibel, G.A., Winrow, S.A., & Morin, P.M. (2001).

American Indian perspectives on the career journey. *Journal of Counseling Psychology*, 48(3), 274-285.

Smith, D.B., & Morrissette, P.J. (2001). The experiences of White male counsellors who work with First Nations clients. *Canadian Journal of Counselling*, 35(1), 74-88.

Struthers, R., & Hodge, F.S. (2004). Sacred tobacco use in Ojibwe communities. *Journal of Holistic Nursing*, 22(3), 209-225.

Assessment Methods

There are 400 total points possible for this course (including lab work). **You must pass both the in-class section and the lab component to pass the course.** Knowledge and skills will be assessed via quiz/exams, reading reflection papers, article critiques, ethics certification, and a research project, which will result in a finalized research paper and research presentation. The breakdown of the points per assignment, due dates, format and description of the expected product, and conditions are outlined below.

Course Assignments

Quizzes/Exams (in-course only): There are two quizzes in this course; one in week 1 (Sep 13th) and the other in week 2 (Sep 20nd). Quizzes are used in these beginning weeks due to the importance of foundational concepts in qualitative research (e.g., philosophical underpinnings, distinctions from quantitative approaches, ethical issues, and the standard data collection methods). Each quiz is non-cumulative, focuses on class and textbook content, and is worth 10 points, which is 2.5% of the final grade (cumulatively 5%). One page of hand written notes are okay during the exams, however, technological devices, such as iPads/cellphones, are not allowed.

Reading Reflections: Throughout the semester there will be 5 reading reflection assignments. Reflections will include 2 questions about the week's readings, of which students are expected to answer 1 of their choosing. Reflections should be between 350-500 words in length. Sometimes I will ask you to take a position for or against a certain method, sometimes I will ask you to compare approaches' strengths and weaknesses, sometimes I will simply ask your opinion about a topic. Reading reflections are typically due the last class of the week (i.e., Fridays); they are assigned (Sep 27th, Oct 4th, 11th, 18th, 25th).

Reading reflections are worth 15 points each (or about 4% of the final grade each). Reading reflections are assigned to help direct readers' attention to important topics, prepare students for in-class discussion, and help incentivize weekly readings. Although they are not worth a lot individually, don't slack off on them as collectively they comprise a significant part of your grade (19% of the final grade accumulatively). Reflections are to be submitted through D2L in either Word or PDF formats prior to our class session. Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Article evaluations: I will post three qualitative research articles that we will critique as a class (Oct 30th, Nov 8th, & 22nd). An article review sheet will be provided that you are to complete prior to class. Critiques can be turned in via D2L or in hard copy at the beginning of class, but you should bring a copy with you to class to aid discussion regardless of how you choose to submit the evaluations. Article evaluations are worth 15 points each (~4% of the total final grade; cumulatively 11%). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Final Paper: At the end of the semester (Dec 9th), you will turn in a final research paper that combines the information you've gained in class and the work you've done in the lab. The paper should be about 10-12 pages; any paper going above 15 pages will be penalized (10%). A detailed description of the precise requirements will be provided and posted on D2L. It is worth 100 points (or 25% of your final grade). If, for any reason, you will not be able to submit the paper on the due date, meet with me to discuss an *earlier* submission date. Submission will be through D2L. Late submissions will not be accepted, without approved documentation

Lab assignments

Note: All lab assignments are due the week after they are assigned in hard copy at the beginning of lab.

Note 2: All lab assignments build on one another toward the final, so even if you do not submit an assignment (or submit it late), eventually you will have to do it to complete the final paper. Since you'll have to do them anyways, might as well make sure they are on time to avoid the late penalty.

Ethics certification: All researchers are expected to complete ethics certifications (<https://tcps2core.ca/login>), whether theses, dissertations, grant-funded, or independent research. As part of this course you will complete an online tutorial that results in certification. The tutorial usually takes 3 hours, so while one of our lab slots will be dedicated to the tutorial it is expected that you will have to take time out of class to complete it. A copy or screen print of the certificate should be submitted via D2L. Certification is worth 15 points, or ~4% of the total final grade (~9% of the lab grade),

and due on Sep 17th (Tuesday lab) and Sep 19th (Thursday lab). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Research question: Throughout the course, your lab assignments will build toward a final paper. The first part of this process will be to come up with a specific research question(s) that meets conventional criteria (*research questions are not the same as hypotheses!*). We work on these together in the lab in week 3. Although research questions are expected to evolve throughout your project, an initial question or set of questions is due on D2L on Sep 24th (Tuesday lab) and Sep 26th (Thursday lab). Points will be awarded based on how clearly the question and the phenomenon (and its specific elements) under investigation are stated, and how well you captured the distinction between a hypothesis and a research question. The question should also be about something that you can gather a reasonable amount of information from with 5 participants (if you propose a comparative study you will be required to add participants to your sample (= more work). This assignment is worth 10 points (or 2.5% of the total final grade; 6% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Informed consent & interview guide: For the class project you will be collecting data through short interviews on a topic of your choice. For this you will need to create an informed consent page for your participants (template provided) and an interview guide or script that you will use during your interviews (these are to include a revised draft of your research questions). Your interview guide questions may or may not resemble your study's "research questions" depending on the nature of your study. We will discuss this more in lab and in class. Your informed consent page and initial interview guide will be due Oct 1th (Tuesday lab) and Oct 3th (Thursday lab) through D2L. They are worth 15 points, or ~4% of your total final grade (9% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Draft method section: The final paper will largely be comprised of a methods section. A template for a standard method section will be provided and you will fill it out and extend it throughout the semester. However, a first draft is due Oct 8th (Tuesday lab) and Oct 10th (Thursday lab) through D2L; it is worth 10 points (or 2.5% of your total final grade; 6% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Coding sheet: Once your interviews are transcribed it will be time to start analyzing your data. This begins with an initial coding sheet that you will use to isolate themes of importance to your research question. The code sheet should include 1) a list of a priori codes, 2) definitions of each code, 3) and hypothetical examples of what would be included. Although your code sheet will evolve, the initial draft of your coding sheet is due via D2L on Oct 16th (Tuesday lab) and Oct 18st (Thursday lab). It is worth 10 points or 2.5% of your grade (6% of your lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Transcriptions of interviews: After you conduct (and record) your interviews, the next step is to transcribe them. Some lab time will be dedicated to transcriptions, but depending on the length of your interviews expect that you will need to dedicate time for transcription outside of class. A copy of your transcriptions is due via D2L on Oct 23rd (Tuesday lab) and Oct 25th (Thursday lab). It is worth 15 points, or ~4% of your total final grade (9% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Codes with examples: Approximately two weeks of lab time will be provided to analyzing your data. By Oct 30th, you should have the majority of your coding done. A document that includes your 1) code sheet (***with quotes from your interviews that belong to each code***) and 2) a visual map that links your codes to broader themes will be due on Oct 30th (Tuesday lab) and Nov 1st (Thursday lab) via D2L; the code sheet with quotes from your transcribed textual data is worth 15 points or ~4% of your final total grade (9% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Authenticity checks: A big part of qualitative data analysis is establishing the credibility of your coding process. The week after your codes with examples document is due, we will break into groups during lab where our “Codes with examples” is shared with other students to see if they agree with the way you coded your interviews. After you’ve received feedback from your peer reviewers, you will write up a 1-2 page document where you 1) list the reviewers feedback, 2) write a few sentences about whether you agree or disagree with each reviewer comment, and 3) a few sentences on what changes you’ll make to your coding in response to each reviewer comment. ALSO, information provided during this feedback process should be mentioned in the results write-up and final paper. Your authenticity check report will be due Nov 6th (Tuesday lab) and Nov 8th (Thursday lab). It is worth 10 points, or 2.5% of the final grade (6% of the lab grade). Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late., including weekends.

Results write-up: The research question, interview guide, data collection, and analysis all lead up to what you find, i.e., your results. In this section you will 1) synthesize what you have derived from your analysis by describing what you found and supporting it with quotations, and 2) amending your visual map (see assignment “Codes with Examples”) to include relationships between themes. Specifics for what to include are on the Research Paper Guide and will be discussed in lab. This preliminary results write-up is due via D2L on Nov 20th (Monday lab) and Nov 22th (Wednesday lab). It is worth 15 points, or ~4% of your final total grade. Without approved documentation, late assignments will be taxed 10% of the point value each day that it is late, including weekends.

Presentation (in lab only)

The final products of the laboratory work include a research paper and a research presentation. The paper will be turned in through D2L (see above). The research presentation will be delivered during the last three weeks of the semester in the laboratory session (November 20th, 27th and December 4th for students in Lab 1 (Tuesday); November 22nd, 29th and December 6th for students in Lab 2 (Thursday)). The presentation will last 10-12 minutes and need to include the standard sections of a research paper/presentation as outlined by the American Psychological Association (i.e., Intro, method section, results section, discussion section). The presentation is worth 45 points, or ~11% of the final grade (28% of your lab grade). If you cannot make it to the lab on your presentation day, you need to email or otherwise connect with me or our TA as soon as possible to reschedule a presentation time. Late submissions will have points deducted in the same fashion as regular assignments (10% each day it is late, including weekends.). If you are unable to make your presentation for legitimate reasons and you are scheduled to present on the final day, you need to contact me or our TA to arrange another time to present or you will receive a grade of 0.

Table 1. Breakdown of assignment weights (and points)

Assignment category	Percentage of total grade
<i>In-class assignments</i>	
Quizzes	5% (20 points)
Reading reflections	18.75% (75 points)
Article evaluations	11.25% (45 points)
Final paper	25% (100 points)
<i>Lab assignments</i>	
Ethics certification	3.75% (15 points)
Research questions	2.5% (10 points)
Interview guide & informed consent page	3.75% (15 points)
Methods section draft	2.5% (10 points)
Conducting interviews	
Interview transcriptions	3.75% (15 points)
Coding sheet	2.5% (10 points)
Codes w/ examples	3.75% (15 points)
Authenticity check report	2.5% (10 points)
Initial write-up (results)	3.75% (15 points)
Oral presentation	11.25% (45 points)
TOTAL	100% (400 points)

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%

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

See tables below.

Table 2. Tentative Classroom Schedule – Fall 2019

Day	Date	Term classroom schedule	Reading due	Due	Points
M	2-Sep	Labour Day			
W	4-Sep	No class			
F	6-Sep	Class begins; Review Syllabus			
M	9-Sep	Ethics in qualitative research	Ch 15		
W	11-Sep	Interpretation in qualitative research	Ch 16		
F	13-Sep	Qualitative methods in feminist psychology	Ch 17	Quiz 1	10
M	16-Sep	Common data collections methods	Creswell ch		
W	18-Sep	Visual approaches	Ch 21		
F	20-Sep	Using computer packages for qual research	Ch 23	Quiz 2	10
M	23-Sep	Grounded theory	Ch 14		
W	25-Sep	Interpretative phenomenological analysis	Ch 12		

F	27-Sep	Thematic analysis	Ch 2	Reflection 1	15
M	30-Sep	Conversation analysis	Ch 5		
W	2-Oct	Psychoanalytic approaches	Ch 8		
F	4-Oct	Narrative inquiry	Ch 10	Reflection 2	15
M	7-Oct	Case studies	Baxter & Jack (2008)		
W	9-Oct	Mixed methods	Ch 24		
F	11-Oct	Q methodology	Ch 13	Reflection 3	15
M	14-Oct	Thanksgiving			
W	16-Oct	Foucauldian discourse analysis	Ch 7		
F	18-Oct	Action research	Ch 4	Reflection 4	15
M	21-Oct	Ethnography	Ch 3		
W	23-Oct	Netnography	Ch 22		
F	25-Oct	Research paper check-in		Reflection 5	15
M	28-Oct	Organizational psychology	Ch 30		
W	30-Oct	Article evaluation	Juntunen et al (2001)		15
F	1-Nov	No class			
M	4-Nov	No class			
W	6-Nov	Health psychology	Ch 26		
F	8-Nov	Article evaluation	Struthers & Hodge (2004)		15
M	11-Nov	Midterm Break/ Remembrance Day			
W	14-Nov	Midterm Break			
F	16-Nov	Midterm Break			
M	18-Nov	Clinical psychology	Ch 28		
W	20-Nov	Counselling & psychotherapy	Ch 29		
F	22-Nov	Article evaluation	Smith & Morrissette (2001)		15
M	25-Nov	Postcolonial psychology	Ch 18		
W	27-Nov	Community psychology	Ch 19		
F	29-Nov	Cultural psychology	Ch 32		
M	2-Dec	Social psychology	Ch 25		
W	4-Dec	Developmental psychology	Ch 27		
F	6-Dec	Review & paper check-in			
M	9-Dec	Final Paper			100
Total points					240

Table 3. Tentative Laboratory Schedule – Fall 2019

Day	Date	Term laboratory schedule	Assignment due by following week	Points
T	3-Sep			
R	5-Sep			
T	10-Sep	Laboratory expectations overview	Certificate	15
R	12-Sep			
T	17-Sep	Forming a research question	Initial RQ's	10

R	19-Sep			
T	24-Sep	Informed consent & interview guide	RQ's #2/Initial guide/informed consent	15
R	26-Sep			
T	1-Oct	Filling out the template for the paper	Initial methods section	10
R	3-Oct			
T	8-Oct	Conducting interviews (no lab)	Coding sheet	10
R	10-Oct			
T	16-Oct	Transcribing the data	Transcription done	15
R	18-Oct			
T	23-Oct	Analyzing the data	Codes and examples/visual map 1	15
R	25-Oct			
T	30-Oct	Analyzing the data	Authenticity checks	10
R	1-Nov			
T	6-Nov	Synthesizing the data	Initial write up	15
R	8-Nov			
T	13-Nov	Midterm Break		
R	15-Nov	Midterm Break		
T	20-Nov	Oral presentations		45
R	22-Nov	Oral presentations		
T	27-Nov	Oral presentations		
R	29-Nov	Oral presentations		
T	4-Dec	Oral presentations		
R	6-Dec	Oral presentations		
Total points				160

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 work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. 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 in faculties without a departmental structure should take the matter to the dean, or designate, of the faculty offering the course. The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal.

The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

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 seeking 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). The student 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 requesting a reappraisal of a final grade 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

For information relating to Law, Veterinary Medicine and the Cumming School of Medicine (MD) courses, please refer to the faculty section.

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 for a maximum of two courses 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. 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 suvpaca@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 **Thursday, September 12, 2019**. Last day add/swap a course is **Friday, September 13, 2019**. The last day to withdraw from this course is **Friday, December 6, 2019**.