

PSYCH 492/INDG 492		Indigenous Psychology		Fall 2019	
Instructor:	Adam T. Murry, PhD	Lecture Location:	SH 274		
Phone:	403-220-6002	Lecture Days/Time:	MWF 10:00-10:50am		
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Course Description and Goals

This course is a crash course in Indigenous research. It is designed for students who are interested in research on/with/by Indigenous peoples and/or are preparing to work with Indigenous communities. Through an intensive survey of the literature and on-going structured discussion, our aim is to heighten awareness about critical issues, develop a critical lens for evaluating research quality, and gain a familiarity with the terminology and debates in Indigenous scholarship. The content is multidisciplinary, coming from fields like psychology, social work, health, prevention, education, gender studies, and research methodology, but emphasizes psychologically relevant phenomenon across the readings. While preference is given to Canada's Indigenous populations (i.e., First Nations, Inuit, and Metis), literature pertaining to American Indians/Alaskan Natives/Hawaiian Natives, Aboriginals in Australia, and Maori New Zealand augment our review.

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)
Describe major topical concentrations of research on/with Indigenous populations	W Assign, Oral	1, 4, 5	I
Explain relevant concepts and terminology specific to Indigenous peoples	W Assign, Oral	1, 4, 5	C
Summarize ethical issues in research that are salient to Indigenous participants and their history with research institutions	W Assign, Oral	1, 4, 5, 6	A
Compare standard models of theory and practice to those advocated by Indigenous scholars across disciplines	W Assign, Oral	1, 4, 5	I
Paraphrase perspectives and intentions of Indigenous scholars in relation to research	W Assign, Oral	1, 4, 5	I
Describe conceptualization, measurement, and findings on relevant constructs	W Assign, Oral	1, 4, 5	I
Conduct a small-scale content analysis of a sample of literature	W Assign, Oral	3, 7	C

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, Honours program, or International Indigenous Studies program.

Required Articles

No textbook compiles what we need for our class. Consequently, there is no textbook for this class. Our focus will be on the primary studies our current knowledge is based upon. The following articles will supplant a textbook. Pdf's are available through the university's online library and I have generated a list with copyright approved links to assist access.

Adamsen, C., Schroeder, S., LeMire, S., & Carter, P. (2018). Peer Reviewed: Education, Income, and Employment and Prevalence of Chronic Disease Among American Indian/Alaska Native Elders. *Preventing Chronic Disease, 15*(E37), 1-9.

Ball, J., & Janyst, P. (2008). Enacting research ethics in partnerships with indigenous communities in Canada: "Do it in a good way". *Journal of Empirical Research on Human Research Ethics, 3*(2), 33-51.

Blackwood, E. (1984). Sexuality and gender in certain Native American tribes: The case of cross-gender females. *Signs: Journal of Women in Culture and Society, 10*(1), 27-42.

Boldt, M., & Long, J. A. (1984). Tribal traditions and European-Western political ideologies: The dilemma of Canada's Native Indians. *Canadian Journal of Political Science/Revue canadienne de science politique, 17*(3), 537-553.

Brant, C. C. (1990). Native ethics and rules of behaviour. *The Canadian Journal of Psychiatry, 35*(6), 534-539.

Campbell, D. J., Ronksley, P. E., Hemmelgarn, B. R., Zhang, J., Barnabe, C., Tonelli, M., & Manns, B. (2012). Association of enrolment in primary care networks with diabetes care and outcomes among First Nations and low-income Albertans. *Open Medicine, 6*(4), e155-e165.

Chandler, M. J., & Lalonde, C. (1998). Cultural continuity as a hedge against suicide in Canada's First Nations. *Transcultural Psychiatry, 35*(2), 191-219.

Coates, K. (1999). Being aboriginal: the cultural politics of identity, membership and belonging among First Nations in Canada. *Canadian Issues, 21*, 23.

Dickerson, D., Robichaud, F., Teruya, C., Nagaran, K., & Hser, Y. I. (2012). Utilizing drumming for American Indians/Alaska Natives with substance use disorders: A focus group study. *The American Journal of Drug and Alcohol Abuse, 38*(5), 505-510.

- Duclos, C. W., Beals, J., Novins, D. K., Martin, C., Jewett, C. S., & Manson, S. M. (1998). Prevalence of common psychiatric disorders among American Indian adolescent detainees. *Journal of the American Academy of Child & Adolescent Psychiatry, 37*(8), 866-873.
- Dyck, R., Osgood, N., Lin, T. H., Gao, A., & Stang, M. R. (2010). Epidemiology of diabetes mellitus among First Nations and non-First Nations adults. *Canadian Medical Association Journal, 182*(3), 249-256.
- Elton-Marshall, T., Leatherdale, S. T., & Burkhalter, R. (2011). Tobacco, alcohol and illicit drug use among Aboriginal youth living off-reserve: results from the Youth Smoking Survey. *Canadian Medical Association Journal, 183*(8), E480-E486.
- Fryberg, S. A., Markus, H. R., Oyserman, D., & Stone, J. M. (2008). Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots. *Basic and Applied Social Psychology, 30*(3), 208-218.
- Heart, M.Y.H.B. (2000). Wakiksuyapi: Carrying the historical trauma of the Lakota. *Tulane Studies in Social Welfare, 21*(22), 245-266.
- Hodge, F. S. (2012). No meaningful apology for American Indian unethical research abuses. *Ethics & Behavior, 22*(6), 431-444.
- Huyser, K. R., Takei, I., & Sakamoto, A. (2014). Demographic factors associated with poverty among American Indians and Alaska Natives. *Race and Social Problems, 6*(2), 120-134.
- Jackson, A. P., Smith, S. A., & Hill, C. L. (2003). Academic persistence among Native American college students. *Journal of College Student Development, 44*(4), 548-565.
- James, K. (2006). Identity, cultural values, and American Indians' perceptions of science and technology. *American Indian Culture and Research Journal, 30*(3), 45-58.
- 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.
- Kisker, E. E., Lipka, J., Adams, B. L., Rickard, A., Andrew-Ihrke, D., Yanez, E. E., & Millard, A. (2012). The potential of a culturally based supplemental mathematics curriculum to improve the mathematics performance of Alaska Native and other students. *Journal for Research in Mathematics Education, 43*(1), 75-113.
- LaFrance, J., & Nichols, R. (2008). Reframing evaluation: Defining an Indigenous evaluation framework. *The Canadian Journal of Program Evaluation, 23*(2), 13-31.
- LaFromboise, T. D., Heyle, A. M., & Ozer, E. J. (1990). Changing and diverse roles of women in American Indian cultures. *Sex Roles, 22*(7-8), 455-476.
- Lockwood, K., Hart, T. C., & Stewart, A. (2015). First nations peoples and judicial sentencing: Main effects and the impact of contextual variability. *British Journal of Criminology, 55*(4), 769-789.

- Lomawaima, K.T., & McCarty, T. (2002). *Reliability, validity, authenticity in American Indian and Alaska Native research*. Charleston, WV: Eric Clearinghouse on Rural Education and Small Schools, pp 2-5.
- MacIver, M. (2012). Aboriginal Students' Perspectives on the Factors Influencing High School Completion. *Multicultural Perspectives*, 14(3), 156-162.
- McQuaid, R. J., Bombay, A., McInnis, O. A., Humeny, C., Matheson, K., & Anisman, H. (2017). Suicide ideation and attempts among First Nations peoples living on-reserve in Canada: The intergenerational and cumulative effects of Indian residential schools. *The Canadian Journal of Psychiatry*, 62(6), 422-430.
- Moran, J. R., Fleming, C. M., Somervell, P., & Manson, S. M. (1999). Measuring bicultural ethnic identity among American Indian adolescents: A factor analytic study. *Journal of Adolescent Research*, 14(4), 405-426.
- Neumann, H., McCormick, R. M., Amundson, N. E., & McLean, H. B. (2000). Career counselling First Nations youth: Applying the First Nations career-life planning model. *Canadian Journal of Counselling*, 34(3), 172-185.
- Norton, I. M., & Manson, S. M. (1996). Research in American Indian and Alaska Native communities: navigating the cultural universe of values and process. *Journal of Consulting and Clinical Psychology*, 64(5), 856-860.
- Ramirez, R. (2007). Race, tribal nation, and gender: A native feminist approach to belonging. *Meridians*, 22-40.
- Rodriguez, N. (2010). The cumulative effect of race and ethnicity in juvenile court outcomes and why preadjudication detention matters. *Journal of Research in Crime and Delinquency*, 47(3), 391-413.
- Smith, D. B., & Morrisette, P. J. (2001). The experiences of White male counsellors who work with First Nations clients. *Canadian Journal of Counselling*, 35(1), 74-88.
- Tippeconnic III, J. W., & Tippeconnic Fox, M. J. (2012). American Indian tribal values: A critical consideration in the education of American Indians/Alaska Natives today. *International Journal of Qualitative Studies in Education*, 25(7), 841-853.
- Walters, K. L. (1999). Urban American Indian identity attitudes and acculturation styles. *Journal of Human Behavior in the Social Environment*, 2(1-2), 163-178.
- Walters, K. L., Evans-Campbell, T., Simoni, J. M., Ronquillo, T., & Bhuyan, R. (2006). "My spirit in my heart" Identity experiences and challenges among American Indian two-spirit women. *Journal of Lesbian Studies*, 10(1-2), 125-149.
- Weaver, H. N. (2001). Indigenous identity: what is it, and who really has it?. *American Indian Quarterly*, 25(2), 240-255.
- Whitbeck, L. B., Adams, G. W., Hoyt, D. R., & Chen, X. (2004). Conceptualizing and measuring historical trauma among American Indian people. *American Journal of Community Psychology*, 33(3-4), 119-130.

Wilmot, K. A., & Delone, M. A. (2010). Sentencing of Native Americans: A multistage analysis under the Minnesota sentencing guidelines. *Journal of Ethnicity in Criminal Justice*, 8(3), 151-180.

Wilson, K. (2003). Therapeutic landscapes and First Nations peoples: An exploration of culture, health and place. *Health & Place*, 9(2), 83-93.

Wilson, K., & Peters, E. J. (2005). "You can make a place for it": Remapping urban First Nations spaces of identity. *Environment and Planning D: Society and Space*, 23(3), 395-413.

Assessment Methods

Table 1. Breakdown of assignment weights

Date	Assignment category	Percentage of total grade
	Coding sheet entries	18% (180 pts)
	Group concept maps	12% (120 pts)
	Speaker notes	10% (100 pts)
	Independent content analysis spreadsheet	20% (200 pts)
	Independent concept map	10% (100 pts)
	Independent content analysis presentation	30% (300 pts)
	TOTAL	100% (1000 pts)

Coding sheet entries (from reading list): Each week we will go through four readings. I will supply an excel spreadsheet that you are to use for a simplified form of content analysis. Before the beginning of each week, you are to read each article, code their attributes in the spreadsheet, and submit it to D2L. Your spreadsheet will grow throughout the course and provide some of the data you will use for your final presentation. Each article entry will be scored on a 5 point scale, with your grade being a summed across the four articles (20 points total). There are a of 9 entries (of 4 articles) required, totaling 180 points or 18% of your grade. Coding sheet entries (labeled as CS's in the schedule) are on Monday of each week with two exceptions: Sep 16th, 23rd, 30th, Oct 7th, 16th (Wednesday), 21st, 28th, Nov 6th (Wednesday), and 18th. Due to the amount of required entries, *no late assignments will be accepted without good reason and approved documentation*. This is not meant to be punitive, but instead meant to encourage a present-focus on the current readings without the distraction of catching up.

Group concept mapping exercises: Eight of our class sessions will be spent discussing research **findings** from our articles through a structured concept mapping activity (guide to be provided in-class and on D2L). Each group needs to create a visual representation of an article's content, and write 3 pithy sentences about the article's take away messages. Names of the group members of that day need to be written on back of the paper or somehow included in the submission (if digital). The paired maps are worth 15 points each (~2% of your grade) for a combined total of 12% across the 8 mapping exercises. Concept maps are scheduled for Sep 18th, 25th, Oct 2nd, 9th, 23rd, 30th, and Nov 20th. Since this is an in-class activity, you must be present to complete it. Without approved documentation, late submissions

will be penalized 10% per day they are late. With approved documentation, students can submit independently derived concept maps if working with their group is not possible.

Speaker notes: There are currently four sessions allotted for speakers to come to class. On these days we will fill out a speaker notes form. Each speaker note form is worth 25 points or 2.5% of your grade, due at the end of class, together totaling 10% of your grade. If we get more/less speakers the grade will be adjusted accordingly. Although dates are tentative depending on speaker availability, current due dates for this in-class activity are Sep 20th, Oct 11th, Oct 18th, and Nov 8th. Notes are due by 11:59pm the day of the speaker. Since this is in an in-class activity, you must be present for the speaker to complete it and so make-ups are not possible. Without approved documentation, late submissions will be penalized 10% per day they are late. With approved documentation, students can watch and complete the *speaker notes form* from an online lecture I have selected or approved.

Independent content analysis: You will be keeping a quantitative log of the articles we read throughout the semester (described above). For your final project, you will build on these skills with your own independent content analysis. The independent content analysis will require you to 1) select a domain you would like to emphasize (e.g., health, education, etc.), 2) develop a research question, 3) locate at least 10 articles that will supply data relevant to the question, 4) develop a coding scheme to produce counts, and 3) analyze those counts. A minimum of 10 articles need to be reviewed and coded in the spreadsheet. The spreadsheet is worth 200 points (or 20% of your grade) and is due on D2L on October 25th, 2019. One opportunity for re-submission after feedback is allowed. Although most of the points will be on complete entries, some points will be awarded for novel coding categories and equations you come up with to aid analysis. Data from this assignment will be used for your final presentation. Without approved documentation, late submissions will be penalized 10% per day they are late.

Independent concept map: Similar to our in-class concept mapping activities, you will create a concept map of the articles you reviewed for your Independent content analysis (see above). Remember, this concept map combines the 10 articles you've selected outside of our reading list in addition to the articles available on your topic from our reading list. The goal of the map is to integrate the content of your 10+ articles into one coherent visual representation along with three pithy sentences. The Independent content map is worth 100 points (or 10% of your grade) and is due on D2L on Nov 8th, 2019. Without approved documentation, late submissions will be penalized 10% per day they are late.

Independent content analysis presentation: The final project for this class is a research poster presentation. During the last 2 weeks of class, we will host six poster presentation sessions (Nov 25th, 27th, 29th, Dec 2nd, 4th, and 6th). You will sign up to present on one of those days, create a poster presentation of your content analysis, and present your findings during the session, which will be rated by myself and two fellow students. The presentation will build on your independent content analysis data and include your independent concept map. The goal is to describe the state of the literature given your own selected topical interests. A presentation guide will be supplied to outline all the specific

research-related requirements, however in general the presentation should follow the typical format of an APA-style research paper and include the standard sections (intro, methods, results, and discussion). The final presentation is worth 300 points (or 30% of your grade). Late assignments will not be accepted without approved documentation. If you have approved documentation and cannot present on your allotted day, you will need to speak to me to switch presentation days. If you are to present on the last presentation day but are absent with approved documentation, you will need to email me as early as possible to decide on an alternative presentation date.

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 below)

Table 2. Tentative Classroom Schedule – Fall 2019

Day	Date	Term classroom schedule	Readings due	Due	Week
F	6-Sep	Introduction/review course outline/#'s			1
M	9-Sep	Indigenous research	1.Ball & Janyst (2008); 2.LaFrance & Nichols (2010); 3.Hodge (2012);		
W	11-Sep	Content analysis described	4. Lomawaima & McCarty (2002)		
F	13-Sep	Visual maps described – practice run		M0	2
M	16-Sep	Who is Indigenous?	1.Boldt & Long (1984); 2.Coates (1999); 3. Weaver (2001); 4.	CA1	
W	18-Sep	Visual maps	Norton & Manson (1998)	M1	
F	20-Sep	Speaker			3
M	23-Sep	Indigenous cultural values	1.Brant (1990); 2.Wilson, K (2003);	CA2	
W	25-Sep	Visual maps	3.Tippeconnic & Fox (2012); 4.	M2	
F	27-Sep	Grouped maps/discussion	James (2006)		4
M	30-Sep	Identity development	1.Moran et al (1999); 2. Walter (1999); 3. Fryberg et al (2008);	CA3	
W	2-Oct	Visual maps	4.Wilson & Peters (2005)	M3	
F	4-Oct	Grouped maps/discussion			5
M	7-Oct	Gendered roles and violence	1. LaFromboise et al (1990); 2.	CA4	
W	9-Oct	Visual maps	Blackwood (1984); 3.Walters et al (2006); 4.Ramirez (2007)	M4	
F	11-Oct	Speaker			6
M	14-Oct	Thanksgiving			
W	16-Oct	Indigenous education	1.McQuaid et al (2017); 2. Maclver (2012); 3. Kisker et al. (2011); 4.	CA5	
F	18-Oct	Speaker	Jackson et al (2003)		7
M	21-Oct	Employment	1.Huyser et al (2014); 2.Adamsen et al (2018); 3.Juntunen et al (2001); 4.Neumann et al (2000);	CA6	
W	23-Oct	Visual maps		M6	
F	25-Oct	Group discussion			8
M	28-Oct	Criminal justice	1.Lockwood et al (2015); 2.Wilmot & DeLone (2010); 3.Duclos et al (1998); 4.Rodriguez (2010)	CA7	
W	30-Oct	Visual map		M7	9
F	1-Nov	No class			
M	4-Nov	No class			
W	6-Nov	Indigenous health & care	1.Dyck et al (2010); 2.Campbell et al (2012); 3.Elton-Marshall et al (2011); 4. Dickerson et al (2012)	CA8	
F	8-Nov	Speaker			10
Term Break 11/11 – 11/16; Remembrance Day 11/11					
M	18-Nov	Indigenous mental health	1. Smith & Morrissette (2001); 2. Heart (2000); 3.Whitbeck et al (2004); 4. Chandler & LaLonde (1998)	CA9	
W	20-Nov	Visual maps		M8	
F	22-Nov	Group discussion			11
M	25-Nov	Student presentations			
W	27-Nov	Student presentations			12
F	29-Nov	Student presentations			
M	2-Dec	Student presentations			
W	4-Dec	Student presentations			13
F	6-Dec	Student presentations			

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 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 **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**.