PSYC 332/3.0 [Health Psychology] Dr Dean A. Tripp

The Fall term: Sept 8 – Dec 7 2020; Classes: OnQ - Virtual

Professor: Dean A. Tripp, dean.tripp@queensu.ca
Zoom Virtual Office Hours: POSTED on the schedule below, or by appointment
Please see Zoom link in OnQ to access on the intro page for the course

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Required Text: Health Psychology, David Marks, Michael Murray, Emee Vida Estacio, 5th Ed. Published by SAGE. ISBN:978-1-5264-0824-2 ***Note: There is also an e-book version of the text. Please see the Queen's bookstore website for this course to get a link to the e-book.

Course Description from the Arts & Science Calendar: Key issues in health and health care require approaches embodying biological, psychological, and sociological factors. We must remember that for every CT scan, injection, or doctor visit, there is a person to be considered. This course explores a variety of health-related topics where psychology has a significant role (e.g., health promotion, stress and coping, psychoneuroimmunology, medical contacts, pain, illness, sport, etc.). Worldwide health statistics will be utilized in discussions and issues of health-associated disparities in marginalized populations across Canada and the United States will be a focus throughout the course. PREREQUISITES: PSYC 202* or equivalent; PSYC 235. ***Note that the syllabus is presented for information but is subject to change.

Course Introduction: This course is designed to provide students with an overview of the theory and clinical applications of Health Psychology. The primary topics in Health Psychology will be examined with attention to the particular views, values, and contributions of a "biopsychosocial" model of health. Topics can be expected to shift from year to year as topically relevant, but will most likely include: lifestyle risk factors, health promotion, stress and coping, the relationship between mental and emotional states and health status, the rehabilitation and the psychosocial adjustment of people with serious health problems, and the use of complementary and alternative medicine. Students will have an opportunity to learn about the increasing burden of chronic diseases, such as diabetes, heart disease and cancer, through a biopsychosocial lens.

The course has several components: 1) assigned pre-recorded lectures, 2) assigned readings, 3) research-associated critical opinion assignments ["*What's Your Take*"], and 4) virtual group work discussions and activities (5-7 students will be assigned to "virtual learning pods" on Microsoft TEAMS, that will meet regularly through the semester to discuss and complete group assignments – more information is presented below on this part of the course). You are responsible for the material in all required reading passages in their entirety even if this material is not presented in lectures. Additional readings outside the class text may be assigned, and will be specifically introduced as such if required. If extra readings are assigned, you will be provided with a link or a reference and asked to source the article or chapter online through the Queen's Library or other source. ***Students are strongly advised to study (not just glance through) the required readings before viewing a lecture. It is also essential that before participating in your online virtual group work you need to complete any pre-group assignments that will shape the group engagement. Preparation really does help understand and retain the material. The primary objective of this course is to expand the student's knowledge about health and the interaction between biopsychosocial factors that impact health, for better or worse!

Intended Student Learning Outcomes:

To complete this course students will demonstrate their ability to:

1. Describe key concepts, principles, and overarching themes in Health Psychology.

2. Develop a working knowledge of Health Psychology's content domains.
3. Describe applications of Health Psychology to your everyday life.
4. Use scientific reasoning to interpret psychological phenomena applied to Health.
5. Interpret and write critical, research informed opinion pieces for Health Psych topics.
6. Demonstrate effective writing skills.
7. Demonstrate effective teamwork and time management skills.

Term Schedule at a Glance: **Note that this schedule is subject to change

Weeks	General Topic	Weekly Tasks
▪ Week 1 ▪ Sept 8-11	Health Psych Intro Ch 1 The "Body" and Systems Ch 2	1. Review syllabus 2. View intro clips from the Prof and the TA's ☺ 3. Read Chapter 1 4. View Lecture Chapter 1 (approx. 60mins) 5. Complete Chapter 1 assigned reading 6. Read Chapter 2 7. View Lecture Chapter 2 (approx. 60mins) 8. Watch for assignment into your virtual learning pods ("TEAMS" groups) TRIPP LIVE online office hours Sept 8, 4-5pm EDT / Toronto time Zone
▪ Week 2 ▪ Sept 14-18	Macro-Social Influences Ch 4	1. Read Chapter 4 2. View Lecture Chapter 4 (approx. 60mins) 3. Complete Chapter 6 assigned reading 4. Complete and submit the "what's your take" assignment #1 – you will see this assignment imbedded always in the lecture (should take about 20-30 mins) **Submit to OnQ by Sept 18, 5pm EDT / Toronto time Zone. 5. Arrange a time every week to meet with your group to complete assignments (set aside a 90-minute block of a day). A TA will join to discuss how these groups will operate. TRIPP LIVE online office hours Sept 14, 4-5pm EDT / Toronto time Zone
▪ Week 3 ▪ Sept 21-25	Culture and Health Ch 6	1. Read Chapter 6 2. View Lecture Chapter 6 (approx. 60mins) 3. Complete and submit the "what's your take" assignment #2 (20-30 mins) **Submit to OnQ by Sept 25, 5pm EDT / Toronto time Zone. 4. Complete pre-group work on your own – submit to OnQ before you meet as a group. That is your individualized deadline for submission. 5. Group meeting #1 – make sure you invite your TA to all of these meetings - complete and submit the Group assignment to OnQ (90 mins) following your meeting. Lates will not be accepted. TRIPP LIVE online office hours Sept 21, 4-5pm EDT / Toronto time Zone
▪ Week 4 ▪ Sept 28-Oct 2	Theories, Models and Interventions Ch 8	1. Read Chapter 8 2. View Lecture Chapter 8 (approx. 60mins) 3. Complete and submit the "what's your take" assignment #3 (20-30 mins) **Submit to OnQ by Oct 2, 5pm EDT / Toronto time Zone. 4. Complete pre-group work on your own – submit to OnQ bfore group meeting. 5. Group meeting #2 – complete and submit the Group assignment to OnQ (90 mins) following your meeting. TRIPP LIVE online office hours Sept 28, 4-5pm EDT / Toronto time Zone

Weeks	General Topic	Weekly Tasks
▪ Week 5 ▪ Oct 5-9	Food, Eating and Obesity Ch 10	1. Read Chapter 10 2. View Lecture Chapter 10 (approx. 60mins) 3. Complete pre-group work on your own – submit to OnQ before group meeting. 4. Group meeting #3 – complete and submit the assignment to OnQ (90 mins) following the meeting. TRIPP LIVE online office hours Oct 5, 4-5pm EDT / Toronto time Zone
▪ Week 6 ▪ Oct 13-16	Mid-Term EXAM (Oct 13; 6:30-9:00pm) Alcohol and Drinking Ch 11	**NOTE**: Mid-Term Exam chapters tested on are 1,2,4,6,8,10 1. Read Chapter 11 2. View Lecture Chapter 11 (approx. 60mins) TRIPP LIVE online office hours Oct 14, 4-5pm EDT / Toronto time Zone
▪ Week 7 ▪ Oct 19-23	Tobacco and Smoking Ch 12	1. Read Chapter 12 2. View Lecture Chapter 12 (approx. 60mins) 3. Complete and submit the "what's your take" assignment #4 (20-30 mins) **Submit to OnQ by Oct 23, 5pm EDT / Toronto time Zone. 4. Complete pre-group work on your own – submit to OnQ before your group meeting. 5. Group meeting #4 – complete and submit the assignment to OnQ (90 mins) following your meeting. TRIPP LIVE online office hours Oct 19, 4-5pm EDT / Toronto time Zone
▪ Fall Midterm Break ▪ Oct 26-30	------	----------
▪ Week 8 ▪ Nov 2-6	Physical Exercise and Exercise. Ch 13	1. Read Chapter 13 2. View Lecture Chapter 13 (approx. 60mins) 3. Complete and submit the "what's your take" assignment #5 (20-30 mins) **Submit to OnQ by Nov 6, 5pm EST / Toronto time Zone. TRIPP LIVE online office hours Nov 2, 4-5pm EST / Toronto time Zone
▪ Week 9 ▪ Nov 9-13	Pain and Pain Control Ch 20	1. Read Chapter 20 2. View Lecture Chapter 20 (approx. 60mins) 3. Complete pre-group work on your own – submit to OnQ before your group meeting. 4. Group meeting #5– complete and submit the assignment to OnQ (90 mins) following your meeting. TRIPP LIVE online office hours Nov 9, 4-5pm EDT or Toronto time Zone
▪ Week 10 ▪ Nov 16-20	Cancer Ch 21	1. Read Chapter 21 2. View Lecture Chapter 21 (approx. 60mins) 3. Complete and submit the "what's your take" assignment #6 (20-30 mins) **Submit to OnQ by Nov 20, 5pm EST / Toronto time Zone. TRIPP LIVE online office hours Nov 16, 4-5pm EST / Toronto time Zone

Weeks	General Topic	Weekly Tasks
▪ Week 11 ▪ Nov 23-27	Health Psychology Tripp-Lab Research	1. Read assigned research articles – TBA 2. View Lecture package – TBA (approx. 90 mins) 3. Complete pre-group work on your own – submit to OnQ before your group meeting 4. Group meeting #6– complete and submit the assignment to OnQ (90 mins) following your meeting. TRIPP LIVE online office hours Nov 23, 4-5pm EST / Toronto time Zone
▪ Week 12 ▪ Nov 30-Dec 4 ▪ + Dec 7	End-of-Life Care, Dying and Death Ch 25	1. Read Chapter 25 2. View Lecture Chapter 25 (approx. 60mins) TRIPP LIVE online office hours Nov 30, 4-5pm EST / Toronto time Zone
▪ TBA	**Final Exam (TBA Exam Period)**	**NOTE:** Final Exam chapters tested on are 11,12,13,20, 21, 25

Course Evaluation:

NOTE: In this course your TA will assign a grade of 0 for plagiarism, missing pdfs (since your assignment submission is incomplete), missing assignments, and not submitting your assignment before deadlines.

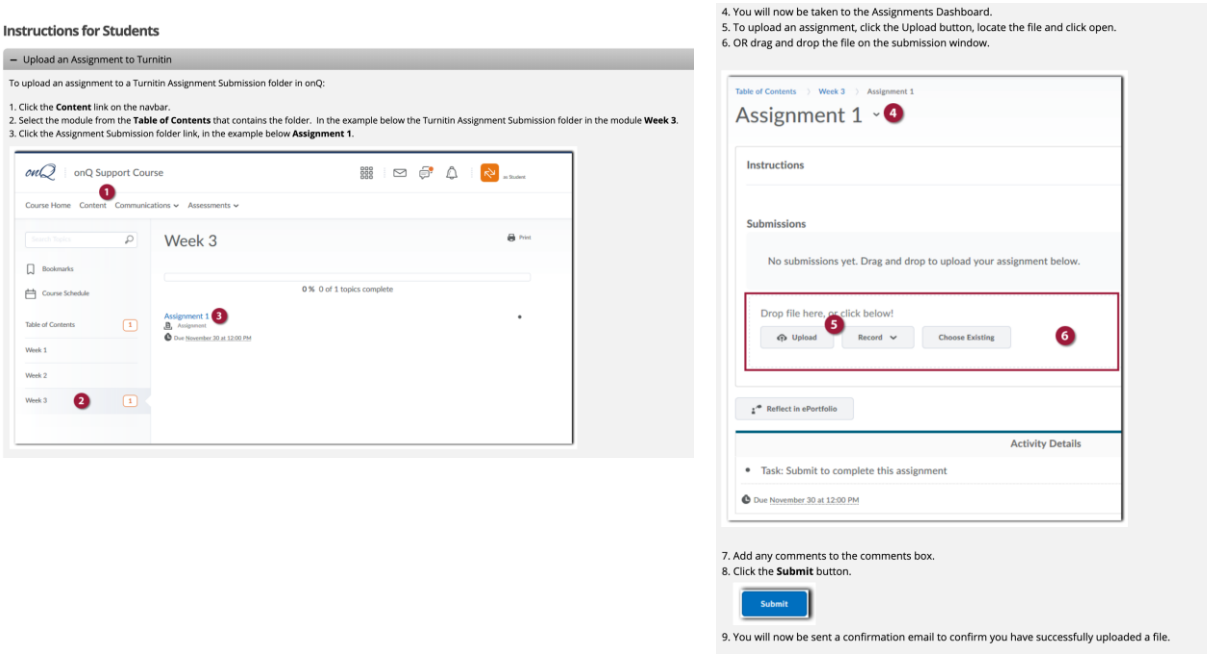
Plagiarism. At Queen's, consequences (or sanctions) of academic dishonesty **may include** an oral or written warning, completion of an educational program or workshop, re-submission of a revised or new piece of work, getting some or all marks deducted (mark of zero) on an assignment, a failing or zero in a course, suspension from the university for a period of time, or the taking away of a degree or degree in progress. These sanctions are determined by the nature of the act and the circumstances surrounding it.

IMPORTANT NOTE: All assignments for this will be subject to "Turnitin"

What is Turnitin? Turnitin is a text matching tool used at Queen's University. Students upload papers in order to receive originality reports that show text matches to the following sources: 1) Student paper repository, 2) Current and archived web site content, 3) Periodicals, journals, and publications

Turnitin's main tool is a "Originality Check", a text-matching tool that presents results in the Originality Report. This is a common teaching tool used to evaluate plagiarism.

Please see instructions for use below: https://www.queensu.ca/onqsupport/turnitin-students-0



The widely acceptable Turnitin percentage is 15% and below. However, there is no universally specified similarity score, because plagiarism policies vary with institutions. Anything less than 5-10% is good if well referenced and cited using the right referencing formats like APA, MLA and Chicago among others. The widely acceptable Turnitin percentage is 15% and below, **in this course the alarm score will be 20%.**

Why is your Turnitin similarity index too high?

Turnitin highlights the similarities of your content to other sources; it doesn't determine if your paper is plagiarized, that is the assessor's prerogative. The assessor determines if the similar text is attributed accurately and quoted correctly. The context is very important; however, Turnitin doesn't account for context.

In many cases, a high similarity index is usually due to either or a combination of the following:

1. Not crediting the source

You are copying every word from some other source without including the original words inside the quotation marks and including a citation about the source of the original text. Although you put the ideas from a particular source in your own words, you have to credit the source.

2. Paraphrasing too closely, although you credit the source

You can't take ideas from some other text, even if you put them into your words, and failing to cite the source. However, there is another kind of plagiarism when you paraphrase someone else's work.

When you put ideas and words in a different order from the original text and mix your words and the original words, you will still be plagiarizing, although you cite the source.

3. Using statistics from another person work and not credit the source
Statistics, charts or tables inside a text are the property of whoever created them. And from this fact, you must credit the original creator in your text. There is an oratorical advantage when you cite the source because an author has reached statistics that support the claims which you have put in your paper gives strength to your argument.

4. Using photographs, images, maps or other devices of illustration without citing sources
The practice is similar to identifying a figure or a table. If you take someone else's photograph and place it in your text, and write a description, to make it apply to your paper and show a point you will be arguing without acknowledging the source is plagiarism. Even when you have taken a photograph, it is advisable to cite yourself since you are the creator, and the source will be clear to all readers.

5. Copying or buying someone else's paper or contracting the essay-writing services to do your assignment. It is obvious that hiring someone to write your essay is plagiarism and copying someone else's work is equally bad. This brings into question the issue of safety when buying essays or from someone else. Copying some parts of a paper or the whole paper from old lab reports or old papers essay bank is a good example of this type of plagiarism.

6. Padding a reference list or bibliography, to show that you have researched when you haven't
This is academic misconduct that mostly happens when students don't complete their assignments and leave them till the last moment, especially when their professors have requested that they include various articles and books to their reference list.

How to reduce similarity on Turnitin for your essay?

You can decrease it by following these steps to make sure your essay is free of plagiarism:

1. Paraphrase your content
You have found information which suits your research paper, read it, and understand it then put it in your own words. Make sure you do not write above two words consecutively from the text you found. In case you write above four words in a row, it is advisable to use quotation marks.

2. Cite your sources
Citing is the most effective way to avoid plagiarism. Follow the formatting guidelines of the document such as MLA, APA, or Chicago used by your college. Citing a quote is different from citing paraphrased material.

3. Properly use quotation marks
You must use quotation marks when you write a quote exactly as it appears from the source. No one likes to be misquoted. A scholar must be able to paraphrase most material effectively. The process takes time, but the efforts are rewarding. Quoting should be done well to be free of plagiarism allegations.

4. Referencing your sources

The most effective way of avoiding plagiarism is by adding a page of cited works or reference pages at the very end of a research paper. Also, the page should also meet the formatting guidelines of referencing used by your prof.

1) EXAMS [Total 60% - midterm 30% + Final 30%]:

Please see schedule for dates and times. There are **two (Midterm and Final) exams** weighed equally and worth a total of 60%, one of which will be during the Final Exam Period. All exams are **ESSAY format** – you will provide a textbook-based response to the essay questions of your choice and include another section that addresses the **research component to the question** (see below).

Note: There is no page limit to your responses to the essay questions, **but** you will have a time limit for the exam. Thus, you will need to monitor your writing time and spend adequate time on each response as you see fit.

APA format for the exams: You are expected to use APA7 in-text citations; included as needed. Thus, if you are writing about information you learned from a provided resource then you must include proper APA7 format. This includes direct quotations and/or paraphrasing followed by an in-text citation. As we are providing you with the research, you **DO NOT** need to provide a reference list.

Suggested exam structure: for each exam, you will be provided with 4 essay questions drawn from all of the chapters and/or materials assigned as specified in the syllabus schedule for that exam (midterm and final will be the same format). You are asked to **select 3 of these 4** to write on. You will be supplied 1 research article for each question to use in your answers. Your answers can follow the structure below:

Part 1) Answer the Essay Question: Put question # at start of your response. So, if you select question 2 to answer, then title that response "Question 2":You will address the question(s) you have selected from the information provided to you in the textbook and/or other appropriate readings. For the midterm, only questions from the chapters reviewed over the first half of the course will be used. For the final exam, it will only cover chapters in the second half of the course.
HINT: It is suggested that when studying these chapters try to consider what topics might make good essay questions. What are the main topics of that chapter? Then rehearse a structure for your answer so you can describe and evaluate the "topic" in detail.

Part 2) "**SUMMARY** of Current Research" article:
Following part 1 of the answer as written above… you will read the appropriate research article for that essay question. This article is expected to extend, support, disagree, or in some way add a different perspective to the answer you have provided. You then must write a **SUMMARY** of this research article.
Be sure to mention:
a) ""**WHY**" they wanted to do the research; Their primary hypothesis/motivation?
b) "**WHO**" did they conduct the study with as participants?
c) "**HOW**" they conducted their study (e.g., used a survey with cancer patients, experimental design, used interviews of patients, review, etc.).
d) Then describe "**WHAT**" the primary finding(s) of the study was and "**WHAT**" they suggest for future research.

Part 3) CONCLUSION - In this final section, describe **"WHAT" remaining** question(s) or concern(s) you have about this topic area and its research. Address "**Why**" you think this is an important question.

This final section is designed to bring this all together and highlights your final consideration points regarding the subject matter and the research.

Exam Process: The class will receive an email from us concerning the **Midterm EXAM** on October 13 at 7:00 pm. This email will contain the 4 questions you can select from to complete the exam and articles. You will be expected to complete the answers and submit the answers you have chosen by 9:25 pm that evening. **Late exams will be penalized at -25% for the first 5 mins after the exam time expires, and every 10 mins thereafter, that you are late submitting to OnQ. Thus, 15 mins late means that you will be penalized 50% of your grade, and so on to a grade of 0**. The final exam times will be announced after they have been set by the university.

2) Group Meetings - [25% of total] (+3% participation grade):

On your group assignment, please ensure you make a note of ALL present groupmates (first name, last name) somewhere on your submission.

The 6 Group Meetings are worth a total of 25% of your grade. **Only your 5 highest grades will be used to calculate this total.** That means if you miss one for some reason, you are OK, but if you miss multiple group meetings your grade will suffer. **Each missed group assignment will be graded as a ZERO**. Each group assignment is worth 5% for a total of 25% [Each 5% grade is broken down to a 3% grade for submitting the Meeting Pre-work, and 2% based on the group assignment grade].

Also, at the end of the semester, you will also provide a performance assessment of your group members for an additional 3% group participation grade. You will rate each group member on their attendance, discussion contributions, and overall work within the group on the assignments. **TIP: If you are not very talkative, perhaps you can do most of the writing for the assignments when the group is doing the discussion?**

Group Module Format: Instructions describing the task for the upcoming module will be posted on OnQ for all group meetings.

> **Step 1:** You are to complete the pre-meeting task and submit it before the time that it will be reviewed in your group. This reflection is to be submitted using the OnQ system. **The pre-work should be a maximum of 1 page**, double spaced, with one-inch margins, and Times New Roman, size 12 font. A title page is not necessary – do not include one. Please **do not include** your name, the date, Dr. Tripp's name, etc. at the top of your paper. That information is already available with your submission to OnQ. **NOTE***** If the written part of the assignment is not one page, you will be penalized (-5%). If your name, the date, etc. are included at the top of the page, you will be penalized (-5%). Anything written in excess to one page will not be read. The prework is due before the commencement of your group time for that particular meeting. **Reminder: Late submissions will not be accepted and will receive a mark of 0.**

Note: I always refer to a "recent or current article" meaning one that has been published in the last 4 years. This time frame should apply to almost every research topic I can think of. If for some reason you are having trouble finding current research on the subject then reach out to the library (as described below) or ask one of your TA's for assistance.

Note: You are marked on your use of APA 7th edition referencing in the pre-labs and the lab work. Please use APA citations in-text and have a properly formatted Reference section at the end of your assignment. The Reference section should be on a separate page from your pre-lab or group write up, and does not count in the page limit.

> **Step 2:** You are responsible for attending the virtual meeting with your learning pod and be prepared to take a turn discussing your pre-work and the article you have selected for the task. During this time, you will listen to your other group members describe their article and how it reflects on the issue at hand. Through this discussion you will start to generate a theme based on mutual input. Your job as a group is to draft and submit a position paper concerning the issue

based on the discussion and the articles. In other words, your group will be asked to submit what they have agreed upon as a meaningful reflection on their collective work for the module to OnQ.

If you do not attend these meetings on those days and/or do not complete a reflection on time, you will receive a mark of 0 for participation. It is possible to receive credit for the prework having not completed the lab, just as it is possible to receive credit for the lab without having completed the pre-work. The formatting expectations are the same as the pre-work submissions (e.g., size 12, Times New Roman font, double-spaced, one page, 1-inch margins, APA references) Marks will be deduced if these formatting expectations are not met (-5%). **NOTE: The group hand in should be a maximum of 1 page**

TIP: Many previous students start a google doc for this meeting where they can write in, add, change, the document as the flow of the discussion is occurring. It is useful to have one or two people active on this document throughout the meeting.

TIP: Overall, students in past years have done a good job locating empirical resources and summarizing results. The vast majority of lost marks -- for both the individual and group work -- came from (1) going over the page limit or (2) incorrect APA formatting. These can be entirely prevented in future assignments.

Common APA errors included:

Incorrect use of "et al" (not using it at all, or using it prematurely)

Not providing page numbers if using direct quotes

Liberal paraphrasing. (Remember to put things into your own words!)

Omitting journal names/volume/issue/page numbers, using journal short-forms

Incorrect formatting (e.g., not double-spaced, not tabbed correctly, incorrect capitals, incorrect italics)

Surname, I., & Last Name, F. (YYYY). Article title: Watch your capitals. Full Journal Name, 1(2), 1-10. DOI

WATCH OUT! Copying/pasting over an APA citation from Google Scholar (etc.) does not mean the citation is complete or formatted correctly. Take ten minutes and go over your citations with a fine-tooth comb!

There are some excellent online resources for learning APA, such as OWL (Purdue University). The Queen's Writing Centre is also a good resource if you need further assistance.

3) "What's your take?" [12% - Each assignment is worth 2.4% for a total of 12% of your final grade**]:**

The 6 "What's your take?" research assignments are worth 10% of the final grade and are listed in the class schedule. Only your 5 highest grades will be used to calculate this total. That means if you miss one for some reason, you are OK, but if you miss multiple your grade will suffer. Each missed assignment will be graded as a ZERO.

Assignment Format: Instructions that describe your task for the assignment will be provided in the lecture as described in the schedule. You can submit the assignment on OnQ by the time provided in the schedule. (e.g., from the schedule: **Complete and submit the "what's your take" assignment #1 – you will see this assignment in the lecture (20-30 mins) **Submit to OnQ by Sept 18, 5pm EDT / Toronto time Zone.**) Your task will be to hear about the assigned health psychology issue in the lecture, then turn to your favorite research search engine(s) and

find a recent article [a “recent article” means one that has been published in the last 4 years] that you believe enlightens, makes you curious, supports, or does not support the issue or problem described in the lecture. You are tasked with writing “personal opinion” or “your take” on the subject matter and the research article you have found. This is your opinion as a scientist on the matter at hand, based on what you have read, heard 1st person previously, and how you feel about the topic, or based on some combination of these bases. Basically, it is a reflection of the science and the issue and how you feel about it?

A maximum of one page, double spaced, with one-inch margins, and Times New Roman, size 12 font. A title page is not necessary – do not include one. Please **do not include** your name, the date, Dr. Tripp’s name, etc. at the top of your paper. That information is already available with your submission to OnQ. If the written part of the assignment is not one page, you will be penalized (-5%). If your name, the date, etc. are included at the top of the page, you will be penalized (-5%). Anything written in excess to one page will not be read. Reminder: Late submissions will not be accepted and will receive a mark of 0.

NOTE: You are marked on your use of APA 7th edition referencing in this assignment. Please use APA citations in-text and have a properly formatted Reference section on page 2 of the assignment. The Reference section does not count in the page limit.

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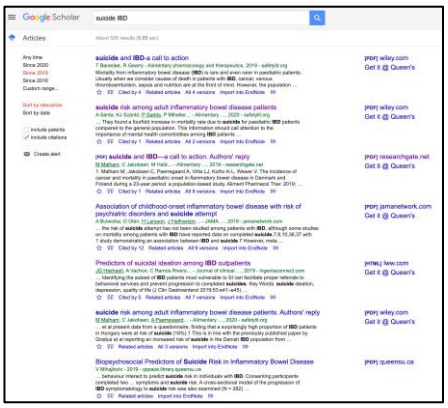
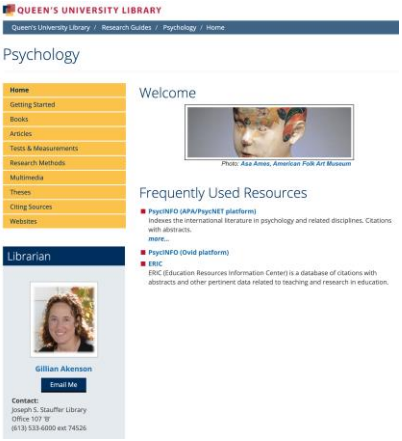
Research / Writing TIPS:

1) You will find many resources on the internet that can assist you in your writing.
For example, this page from a health Psychologist @ Windsor is a useful example:
http://web2.uwindsor.ca/courses/psychology/fsirois/HP_articles.html
But remember, the sources you use for your writing assignments should be as recent as you can find and many sites that you could use will have outdated references or classic references, which may actually be great but dated somewhat. That is why we are stressing you do a quick article review to find your research.

2) Many student use GOOGLE Scholar as a source of current research articles as well. I have found this to be a great source also, where you can restrict the year of publication also.



3) You can also visit this website from our library. Gillian Akenson is a great resource for those of you unsure how to conduct article reviews.
https://guides.library.queensu.ca/psychology



MISSING AN EXAM: Students will be excused from an Exam for documented medical or compassionate reasons. These would include situations such as major illnesses, accident, or a death in the family. **You must contact both the professor and the teaching assistant as soon as you become aware you will miss an Exam and you must provide your documentation ASAP.** Only students who provide written documentation (e.g., physician's note) will be exempted or allowed to re-write an Exam. Students who are exempted from an Exam for an approved reason may have their remaining Exams re-weighted; such options will be discussed with the professor. Students who are not able to meet the criteria of written documentation, timely provision of documentation, or alerting the professor and teaching assistant before the said exam may receive a grade of zero for a missed Exam.

The final Exam will take place in the final examination period, as specified in the University regulations governing examinations (see the Faculty of Arts & Science Calendar). No reference or supplementary material will be allowed (unless specified by your professor).

Students who cannot write an exam during the December or April exam period due to a serious, extenuating circumstance (with the supporting documentation required as outlined above) must be available to write a deferred exam during the Psychology Department's *Make up Exam period*.

Please see the following webpage under "Exam Absence" for additional information: http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies.html

NOTE… The exams are **not cumulative**. You are examined on the assigned readings and lecture content occurring before the date of the exam; as listed on the schedule.

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78

B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	**Numerical Course Average (Range)**
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Academic Integrity Policy: Queen's students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University. Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at Integrity@Queen's University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Academic Misconduct: Academic misconduct is an act by a student, or by students working on a team project, which may result in a false evaluation of the student(s), or which represents a deliberate attempt to unfairly gain an academic advantage. The university has standard policies for dealing with these situations.

See:
http://www.queensu.ca/calendars/artsci/Regulation_14____Misconduct_in_an_Academic_or_Non_Academic_Setting.html for further information.

Accomodations: Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at:

http://www.queensu.ca/studentwellness/accessibility-services/

A friendly reminder to students with academic accommodations to please upload your accommodation letter to OnQ via the DropBox. There is a folder called "Students With Accommodations" under "Assessments" > "Assignments"

Please upload your letter even if you have previously e-mailed it to Dr. Tripp, and/or a TA. Having all the documents in one place greatly assists with organization and tracking. Likewise, please ensure that you provide us with your letter with sufficient lead time for any exams.

Calculator Policy: As noted in Academic Regulation 9.2, Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the Casio 991 series calculator is permitted and is the only approved calculator for Arts and Science students. This calculator sells for around $25 at the Queen's Campus Bookstore, Staples and other popular suppliers of school and office supplies.

Academic Consideration for Students in Extenuating Circumstances: The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf) was approved in April, 2017. Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: http://www.queensu.ca/artsci/accommodations. Students in other Faculties and Schools should refer to the protocol for their home Faculty.