

WESTERN UNIVERSITY
LONDON CANADA

Department of Psychology
Winter 2026

Psychology 3780 Section 001

RESEARCH IN SOCIAL PSYCHOLOGY

1 Calendar Description

An introduction to the methods and techniques used in the study of human social behavior. Students will conduct studies using a variety of procedures, and will develop an independent research proposal.

Antirequisites: [Psychology 2780E](#)

Prerequisites: [Psychology 2800E](#), [Psychology 2810](#), and one of [Psychology 2070A/B](#) or [Psychology 2720A/B](#), plus registration in third or fourth year Honours Specialization in Psychology or Honours Specialization in Developmental Cognitive Neuroscience. Psychology Majors and Psychology Special Students who earn 70% or higher in [Psychology 2820E](#) (or 60% or higher in [Psychology 2800E](#) and [Psychology 2810](#)), plus 60% or higher in one of [Psychology 2070A/B](#) or [Psychology 2720A/B](#)) also may enroll in this course.

2 lecture hours; 2 laboratory hours; Course Weight: 0.5

Unless you have either the prerequisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

2 Course Information

Instructor:	Dr. John Sakaluk • Pronunciation: J-ahn Sack-Uh-Luck • Pronouns: He/Him/HIs
Office & Phone:	SSC 6312, ext. 87755
Office Hours:	By appointment (https://outlook.office.com/book/MaRSSLab11swithJohn@uwoca.onmicrosoft.com/s/2JbJWZ1s1Uyrw6mIDB6lNA2?ismsaljsauthenabed)
Email:	Everyday inquiries: professor.sakaluk@gmail.com Emergencies: jsakaluk@uwo.ca

- First point of contact re: lecture confusion
- First point of contact re: emergencies
- Second point of contact re: grading

Teaching Assistant: Omar Camanto (he/him)

Office: SSC 6323

Office Hours: By appointment (in person or online)

Email: ocamanto@uwo.ca

- First point of contact re: lab
- First point of contact re: grading of anything except midterm/final

Time and Location of Classes: Wednesdays (9:30AM – 11:30AM), class will be delivered in-person (UCC-61) and synchronously.

Time and Location of Labs: Fridays (9:30AM – 11:30AM), lab will be delivered in-person (UC-1105) and synchronously.

For courses that include an online component, students must have a reliable internet connection and computer that are compatible with online learning system requirements.

3 Course Materials

No textbook will be used. Required readings will be sourced from popular media outlets, chapters in books, and peer-reviewed articles. See **7.1 READINGS SCHEDULE**

4 Course Objectives and Learning Outcomes

The purpose of this course is to provide students with experience of navigating the possibilities and considerations in a program of social psychological research, from theory to data analysis. Students will develop fluency with selecting important research questions, appropriate research designs, and compelling measurement strategies. Students will also develop increased transferable skills, including research presentation, research writing, and scientific literacy.

Learning Outcome	Learning Activity	Assessment
<i>Depth and Breadth of Knowledge.</i> • Demonstrating understanding of the disciplinary context of social psychology • Identifying and understanding the major methodological options available to social psychological researchers	• Lecture/class discussions • Readings • Lab activities and discussions	• Midterm exam • Final exam
<i>Application of Knowledge.</i>	• Lecture/class discussions	• Midterm exam • Final Exam

• Deploying the skills of research question selection, theorizing, and study design in proposing a plan for compelling research • Applying knowledge of methodological considerations when evaluating published research	• Readings • Lab discussions	• Research proposal • Lab activity participation
<i>Communication Skills.</i> • Debating the merits of methodological choices • Describing proposed/carried-out research in a variety of formats and for a plurality of audiences • Depicting theories and hypotheses in intuitive visual formats	• Lab activities and discussions • Readings	• Research proposal • Lab activity participation
<i>Awareness of Limits of Knowledge.</i> • Developing appreciation for limits of each methodological option (e.g., for theorizing, sampling, measurement, and design) in social psychological research • Understanding the broader context of concerns regarding replicability and generalizability of social psychological research	• Lecture/class discussions • Readings • Lab activities and discussions	• Midterm exam • Final exam • Research proposal
<i>Autonomy and Professional Capacity.</i> • Learning to articulate (and respond to constructive criticism about) research interests and proposed plans of research	• Lecture/class discussions • Lab activities and discussions	• Research proposal • Lab activity participation

5 Evaluation

The evaluation and testing formats for this course were created to assess the learning objectives as listed in section 4.0 and are considered necessary for meeting these learning objectives.

The following assessments will be used to determine your grade:

1. RESEARCH CONDUCT SKILL PARTICIPATION (LAB SESSIONS) (10% of final grade): During lab sessions, your attendance, preparedness, and constructive contributions will be evaluated.
2. MIDTERM EXAMS (x2)(40% of final grade, 20% each): you will be asked to complete a standard multiple-choice questions covering Weeks 1-5, and 8-11.
3. RESEARCH PROPOSAL SKILL DEVELOPMENT (LAB SESSIONS)

These lab sessions are intended to help you develop comfort and speed with essential

elements of generating a research proposal, which will be necessary to deploy during the Final Exam

- a. Idea Generation: You will be asked to submit a brief handwritten description of 3 different research topics of interest, including any preliminary research questions, predictions, and methodological considerations (2.5% of final grade)
 - b. Theory Diagram: You will be asked to submit a hand-sketched theory diagram of a prediction involving different constructs described in a theoretical framework; summaries of theoretical frameworks and topical areas will be provided to you to select from (2.5% of final grade)
 - c. Proposal Outline: You will be asked to submit a handwritten outline of major arguments, choices, and justifications in a research proposal, based on idea, a summary of relevant literature, a theory map, and a summary of available methods (5% of final grade)
4. FINAL EXAM (40% of final grade): You will be provided a topical area, summaries of a theoretical framework, and a description of available methods to choose from. During the final examination period, you will be asked to submit a full handwritten research proposal, inclusive of an outlined introduction, a theory map, a research question and hypothesis, a full methods section—inclusive of all germane subsections—and a Results section in which you sketch (at least) A) one hypothetical diagram of analytic output from a statistical analysis that would corroborate your prediction(s), and B) another diagram that would challenge your predictions.

The evaluation and testing formats for this course were created to assess the learning objectives as listed in section 4 and are necessary for meeting these learning objectives

Policy on Missing Coursework

My policies for missing each type of evaluations are below. Note that to ensure equity in grading, I cannot (and will not) selectively deviate from these policies on an individuating basis.

Students must familiarize themselves with the [Policy on Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term without supporting documentation. Note that supporting documentation is always required for academic consideration requests for examinations scheduled by the office of the registrar (e.g. December and April exams) and for practical laboratory and performance tests typically scheduled during the last week of the term. Students should also note that the instructor may designate one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Please note that any academic considerations granted in this course will be

determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline. Supporting documentation for academic considerations for absences due to illness should use the Student Medical Certificate or, where that is not possible, equivalent documentation by a health care practitioner.

University policy on academic considerations are described [here](#). This policy requires that all requests for academic considerations must be accompanied by a self-attestation. Further information about academic considerations, and information about submitting this self-attestation with your academic consideration request may be found [here](#). Please note that any academic considerations granted in this course will be determined by the instructor, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course outline.

Missed Lab Days (without due dates for in-class activities): Students are able to miss up to 2 lab sessions without it hurting their Lab Activity Participation grade, provided they are prepared and make constructive contributions during the bulk of the remaining lab sessions. Extensive absences, however, will inevitably hurt a student's Lab Activity Participation, regardless of how otherwise prepared and constructive their remaining contributions are.

Missed Lab Days (with due dates for Research Proposal Skill Development [x3]): Components of the Research Proposal are to be completed during lab sessions, and depend on lab instruction—and classmate collaboration—during these activities; they therefore cannot be rescheduled. Students must therefore be in lab on these scheduled dates unless you have a legitimate excuse recognized by the university administration. Valid reasons include medical or compassionate reasons, and must be substantiated by proper documentation (e.g., a medical certificate, which will be verified by the Office of the Dean). A student who misses one/some/all of these days with verified documentation justifying the absence will have the points for the missed activity rolled into the Final Exam. A student who misses one/some/all of these days without verified documentation justifying the absence will be assigned a 0 for the component(s) they miss.

Research Proposal Part E (Requiring Supporting Documentation): Instructors are permitted to designate one assessment per course per term as requiring supporting documentation to receive academic consideration. For this course the following assessment has been designated as requiring supporting documentation: **Midterm I**

Final Exam: Note that the policy also indicates that examinations scheduled by the Office of the Registrar during official examination periods (i.e., our Final Exam) ***Always*** require formal supporting documentation to receive academic consideration.

Because this is an essay course, as per Senate Regulations, you must pass the essay component to pass the course. That is, the average mark for your written assignments must be at least 50%.

This course is exempt from the Senate requirement that students receive assessment of their work accounting for at least 15% of their final grade at least three full days before the date of the deadline for withdrawal from a course without academic penalty.

The Psychology Department follows Western's grading guidelines:

https://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf

The expectation for course grades within the Psychology Department is that they will be distributed around the following averages:

70% 1000-level to 2099-level courses

72% 2100-2999-level courses

75% 3000-level courses

80% 4000-level courses

In the event that course grades are significantly higher or lower than these averages, instructors may be required to make adjustments to course grades. Such adjustment might include the normalization of one or more course components and/or the re-weighting of various course components.

Policy on Grade Rounding

Please note that although course grades within the Psychology Department are rounded to the nearest whole number, no further grade rounding will be done. No additional assignments will be offered to enhance a final grade; nor will requests to change a grade because it is needed for a future program be considered.

6 Assessment/Evaluation Schedule

Lab Activity Participation: Assessed continuously throughout semester

Midterm I: During Lecture time, Feb. 10

Midterm II: During Lecture time, Mar. 17

Final Exam: During TBD slot of Exam Period, Apr. 12 – Apr. 30

Idea Generation: Due in Lab, Jan. 4

Theory Map: Due in Lab, Jan. 15

Proposal Outline: Due in Lab, Mar. 12

7 Class Schedule

Week	Date	Topic	Assessment Due
1: Lec	Jan. 04, 2027	What do social psychologists study?	
1: Lab	Jan. 08, 2027	<i>Generating good research questions</i>	Idea Generation
2: Lec	Jan. 13, 2027	Social psychological theories	
2: Lab	Jan. 15, 2027	<i>Constructing theories</i>	Theory Map

3: Lec	Jan. 20, 2027	Sampling considerations	
3: Lab	Jan. 22, 2027	<i>Determining who and how many (sampling)</i>	
4: Lec	Jan. 27, 2027	Intrapsychic constructs	
4: Lab	Jan. 29, 2027	<i>Designing surveys</i>	
5: Lec	Feb. 3, 2027	Implicit social cognition	
5: Lab	Feb. 5, 2027	<i>Collecting data from implicit measures</i>	
6: Lec	Feb. 10, 2027	MIDTERM I	
6: Lab	Feb. 12, 2027	John and Omar away at SPSP	
7: Lec	Feb. 17, 2027	READING WEEK	
7: Lab	Feb. 19, 2027		
8: Lec	Feb. 24, 2027	Observation and behaviour	
8: Lab	Feb. 26, 2027	<i>Collecting and coding behavioural data</i>	
9: Lec	Mar. 3, 2027	Design I: Experiments	
9: Lab	Mar. 5, 2027	<i>Designing experimental manipulations</i>	
10: Lec	Mar. 10, 2027	Design II: Non-experimental research	
10: Lab	Mar 12., 2027	<i>Writing about social psychological research</i>	Proposal Outline
11: Lec	Mar. 17, 2027	MIDTERM II	
11: Lab	Mar. 19, 2027	<i>Using Zotero for references</i>	
12: Lec	Mar. 24, 2027	Analysing social psychological data	
12: Lab	Mar. 26, 2027	<i>Factor analysis exposé and evaluating published results</i>	
13: Lec	Mar. 31, 2027	Quality-control in social psychology research	
13: Lab	Apr. 2, 2027	CANCELLED (Good Friday)	
14: Lec	Apr. 7, 2027	Professional Development with Social Psychological Methods	
14: Lab	Apr. 9, 2027	<i>Presenting social psychological research</i>	
Final Exam (Examination Period: April 12 – April 30)			

7.1 READINGS SCHEDULE

Please consult [How to Read \(and Understand\) a Social Science Journal Article](#) for practical recommendations of how to navigate readings of this kind.

Week 1 : What do social psychologists study? | *Generating good research questions*

1. Berkman, E. T., & Wilson, S. M. (2021). So useful as a good theory? The practicality crisis in (social) psychological theory. *Perspectives on psychological science*, 16(4).
2. Greenwald, A. G. (2012). There is nothing so theoretical as a good method. *Perspectives on psychological science*, 7(2), 99-108.
3. Gergen, K. J. (1973). Social psychology as history. *Journal of personality and social psychology*, 26(2), 309-320.
4. Morton, T. A., Haslam, S. A., Postmes, T., & Ryan, M. K. (2006). We value what values us: The appeal of identity-affirming science. *Political Psychology*, 27(6), 823-838.
5. Nelson, L. D., Simmons, J., & Simonsohn, U. (2018). Psychology's renaissance. *Annual review of psychology*, 69, 511-534.

Week 2: Social psychological theories | *Constructing theories*

1. Van Lange, P. A. (2013). What we should expect from theories in social psychology:

- Truth, abstraction, progress, and applicability as standards (TAPAS). *Personality and Social Psychology Review*, 17(1), 40-55.
2. Healy, K. (2017). Fuck nuance. *Sociological Theory*, 35(2), 118-127.
 3. Epstein, J. M. (2008). Why model?. *Journal of artificial societies and social simulation*, 11(4), 12.
 4. Gray, K. (2017). How to map theory: Reliable methods are fruitless without rigorous theory. *Perspectives on Psychological Science*, 12(5), 731-741.

Week 3: Sampling considerations | Determining who and how many (sampling)

1. Syed, M. (2021). WEIRD Times: Three Reasons to Stop Using a Silly Acronym. Retrieved from <https://getsyeducated.blogspot.com/2021/06/weird-times-three-reasons-to-stop-using.html>.
2. Funder, D. C., & Ozer, D. J. (2019). Evaluating effect size in psychological research: Sense and nonsense. *Advances in Methods and Practices in Psychological Science*, 2(2), 156-168.
3. Schönbrodt, F. D., & Perugini, M. (2013). At what sample size do correlations stabilize?. *Journal of Research in Personality*, 47(5), 609-612.
4. Simmons, J. (2014). *MTurk vs. The Lab: Either Way We Need Big Samples*. Retrieved from <http://datacolada.org/18>.
5. Magnusson, K. (2021). *Interpreting Cohen's d effect size: An interactive visualization (Version 2.5.1) [Web App]*. *R Psychologist*. <https://rpsychologist.com/cohend/>
6. Simonsohn, U. (2014). *No-way Interactions*. Retrieved from <http://datacolada.org/17>.

Week 4: Intrapsychic constructs | Designing surveys

1. Fried, E. I. (2017). What are psychological constructs? On the nature and statistical modelling of emotions, intelligence, personality traits and mental disorders. *Health psychology review*, 11(2), 130-134.
2. Ruscio, J., & Ruscio, A. M. (2008). Categories and dimensions: Advancing psychological science through the study of latent structure. *Current Directions in Psychological Science*, 17(3), 203-207.
3. Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54(2), 93-105.
4. Rosenbusch, H., Wanders, F., & Pit, I. L. (2020). The Semantic Scale Network: An online tool to detect semantic overlap of psychological scales and prevent scale redundancies. *Psychological Methods*, 25(3), 380-392.
5. Flake, J. K., & Fried, E. I. (2020). Measurement schmeasurement: Questionable measurement practices and how to avoid them. *Advances in Methods and Practices in Psychological Science*, 3(4), 456-465.

Week 5: Implicit social cognition | Collecting data from implicit measures

1. Greenwald, A. G., & Banaji, M. R. (2017). The implicit revolution: Reconceiving the relation between conscious and unconscious. *American Psychologist*, 72(9), 861-871.
2. Greenwald, A. G., Brendl, M., Cai, H., Cvencek, D., Dovidio, J. F., Friesse, M., ... & Wiers, R. W. (2021). Best research practices for using the Implicit Association Test. *Behavior*

research methods, 1-20.

3. Schimmack, U. (2021). The Implicit Association Test: A method in search of a construct. *Perspectives on Psychological Science*, 16(2), 396-414.
4. Corneille, O., & Hütter, M. (2020). Implicit? What do you mean? A comprehensive review of the elusive implicitness construct in attitude research. *Personality and Social Psychology Review*, 24(3), 212-232.

Week 6: NO LAB (SPSP)

Week 7: NO LAB (READING WEEK)

Week 8: Observation and behaviour | *Collecting and coding behavioural data*

1. Baumeister, R. F., Vohs, K. D., & Funder, D. C. (2007). Psychology as the science of self-reports and finger movements: Whatever happened to actual behavior?. *Perspectives on psychological science*, 2(4), 396-403.
2. Humbad, M. N., Donnellan, M. B., Klump, K. L., & Burt, S. A. (2011). Development of the Brief Romantic Relationship Interaction Coding Scheme (BRRICS). *Journal of Family Psychology*, 25(5), 759-769.
3. Mehl, M. R. (2017). The electronically activated recorder (EAR) a method for the naturalistic observation of daily social behavior. *Current directions in psychological science*, 26(2), 184-190.
4. Dang, J., King, K. M., & Inzlicht, M. (2020). Why are self-report and behavioral measures weakly correlated?. *Trends in cognitive sciences*, 24(4), 267-269.

Week 9: Design I: Experiments | *Designing experimental manipulations*

1. Mook, D. G. (1983). In defense of external invalidity. *American psychologist*, 38(4), 379-387.
2. Chester, D. S., & Lasko, E. N. (2021). Construct validation of experimental manipulations in social psychology: Current practices and recommendations for the future. *Perspectives on Psychological Science*, 16(2), 377-395.
3. Ejelöv, E., & Luke, T. J. (2020). "Rarely safe to assume": Evaluating the use and interpretation of manipulation checks in experimental social psychology. *Journal of Experimental Social Psychology*, 87, 103937.
4. Westlund, E., & Stuart, E. A. (2017). The nonuse, misuse, and proper use of pilot studies in experimental evaluation research. *American Journal of Evaluation*, 38(2), 246-261.

Week 10: Design II: Non-experimental research | *Writing about social psychological research*

1. Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago, IL: Rand McNally. (pp. 1-10 and Tables 1, 2, and 3)
2. McCoach, D. B., & Adelson, J. L. (2010). Dealing with dependence (Part I): Understanding the effects of clustered data. *Gifted Child Quarterly*, 54(2), 152-155.
3. McCormick, E. M., Byrne, M. L., Flournoy, J. C., Mills, K. L., & Pfeifer, J. H. (2021, December 7). The Hitchhiker's Guide to Longitudinal Models: A Primer on Model Selection for Repeated-Measures Methods. <https://doi.org/10.31234/osf.io/ga4qz>

4. Gernsbacher, M. A. (2018). Writing empirical articles: Transparency, reproducibility, clarity, and memorability. *Advances in methods and practices in psychological science*, 1(3), 403-414.

Week 12: Analysing social psychological data | Factor analysis exposé

1. Del Giudice, M., & Gangestad, S. W. (2021). A traveler's guide to the multiverse: Promises, pitfalls, and a framework for the evaluation of analytic decisions. *Advances in Methods and Practices in Psychological Science*, 4(1), 2515245920954925.
 - a. Instead of the article itself, read this accompanying supplement: [A Primer on Covariate Selection](#).
2. Schönbrodt, F. D., & Wagenmakers, E. J. (2018). Bayes factor design analysis: Planning for compelling evidence. *Psychonomic bulletin & review*, 25(1), 128-142.
3. Sakaluk, J. K., & Short, S. D. (2017). A methodological review of exploratory factor analysis in sexuality research: Used practices, best practices, and data analysis resources. *The Journal of Sex Research*, 54(1), 1-9.

Week 13: Quality-control in social psychology research | Evaluating published research

1. Nelson, L. D., Simmons, J., & Simonsohn, U. (2018). Psychology's renaissance. *Annual review of psychology*, 69, 511-534.
2. Hussey, I., & Hughes, S. (2020). Hidden invalidity among 15 commonly used measures in social and personality psychology. *Advances in Methods and Practices in Psychological Science*, 3(2), 166-184.
3. Joel, S., Eastwick, P. W., & Finkel, E. J. (2018). Open sharing of data on close relationships and other sensitive social psychological topics: Challenges, tools, and future directions. *Advances in Methods and Practices in Psychological Science*, 1(1), 86-94.
4. Cheung, I., Campbell, L., LeBel, E. P., Ackerman, R. A., Aykutoğlu, B., Bahník, Š., ... & Yong, J. C. (2016). Registered replication report: Study 1 from finkel, rusbult, kumashiro, & hannon (2002). *Perspectives on Psychological Science*, 11(5), 750-764.

8 Academic Integrity

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Possible penalties for a scholastic offence include failure of the assignment/exam, failure of the course, suspension from the University, and expulsion from the University.

Statement on Use of Electronic Devices

No electronic devices will be permitted during the Midterms or Final Exam.

Use of AI

The use of generative AI tools such as ChatGPT to produce written work is not permitted unless permission is granted by the instructor for specific circumstances. Any work submitted must be the work of the student in its entirety unless otherwise disclosed. When used, AI tools should be used ethically and responsibly, and students must cite or credit the tools used in line with the expectation to use AI as a tool to learn, not to produce content.

AI Policy for Psychology:

Responsible use of AI is allowed in Psychology. This includes using AI for brainstorming, improving grammar, or doing preliminary/background research on a topic.

AI is **not** to be used in place of critical thinking.

The misuse of AI undermines the academic values of this course. Relying on AI to create full drafts or fabricate sources is prohibited. You are ultimately responsible for any work submitted, so it is highly advised that you critically review your Generative AI output before incorporating this information into your assignments.

If you use AI, you must clearly explain its role in your work. All written assignments will require an AI Usage Statement, in which you will indicate what tools you have used, what you have used them for, and (broadly) how you have modified this information. Assignments without an AI Usage Statement will not be accepted.

Violations of this policy will be handled according to Western's scholastic offense policies.

Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Exam Proctoring Software

Tests and examinations for online courses may be conducted using a remote proctoring service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Personal Response Systems ("Clickers")

In classes that involve the use of a personal response system, data collected will only be used in a manner consistent to that described in this outline. It is the instructor's responsibility to make every effort to ensure that data remain confidential. However, students should be aware that as with all forms of electronic communication, privacy is not guaranteed.

9 Academic Accommodations and Accessible Education

View Western's policy on academic accommodations for student with disabilities at this [link](#).

Accessible Education provides supports and services to students with disabilities at Western.

If you think you may qualify for ongoing accommodation that will be recognized in all your courses, visit [Accessible Education](#) for more information. Email: aew@uwo.ca Phone: 519 661-2147

10 Absence & Academic Consideration

Academic Considerations:

https://registrar.uwo.ca/academics/academic_considerations/index.html

11 Other Information

- Office of the Registrar: <https://registrar.uwo.ca>
- Student Development Services: www.sdc.uwo.ca
- Psychology Undergraduate Program:
<https://www.psychology.uwo.ca/undergraduate/index.html>

Students who are in emotional/mental distress should refer to Health and Wellness@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

If you wish to appeal a grade, please read the policy documentation at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Please first contact the course instructor. If your issue is not resolved, you may make your appeal in writing to the Undergraduate Chair in Psychology (psyugrd@uwo.ca).

Copyright Statement

Lectures and course materials, including power point presentations, outlines, videos and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute any course materials publicly and/or for commercial purposes without the instructor's written consent.

12 Land Acknowledgement

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee and the Lūnaapéewak, on lands connected with the Dish with One Spoon Covenant Wampum between the Anishinaabeg and Haudenosaunee and the London Township and Sombra Treaties of 1796.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.