

**University of Waterloo**  
**Department of Psychology**  
**Psych 397 Section 1**  
**Research Methods in Personality and Clinical Psychology**  
**Fall 2015**  
**Monday and Wednesday 11:30am-12:50pm, PAS 4032**

**Instructor and T.A. Information**

Instructor: Dr. Jonathan Oakman, Ph.D., C.Psych.  
Office: PAS 3037  
Office Phone: 519-888-4567 extension 33659  
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Instructor: Dr. Pamela Seeds, Ph.D., C.Psych.  
Office: PAS 3040  
Office Phone: 519-888-4567 extension 38132  
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T.A. Chantal Gautreau  
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**Course Description**

Current research methods and procedures employed in personality and/or clinical psychology research will be covered. Activities may include research proposals, group and/or individual projects (e.g., 'hands on' lab experience and data collection), research reports, critiques of published and proposed research, individual and/or group presentations.

*Prerequisite:* PSYCH 257 or PSYCH 323R plus PSYCH 291 and PSYCH 292;  
Honours Psychology or Make-up Psychology students.

*Corequisite:* PSYCH 391

*Antirequisite:* PSYCH 393, 395, 399

**Course Goals and Learning Outcomes**

This course is about the research methods used in the scientific study of personality and clinical psychology. Within the course we will be covering theory, methods and applications through a combination of didactic and experiential learning. You will have opportunities to demonstrate your command of the materials through in-class discussions, quizzes/tests, and assignments.

Upon completion of this course, students should be able to:

- A. Understand the strengths and weaknesses of various research designs.
- B. Understand the strengths and weaknesses of various measurement methods.
- C. Critically evaluate research in personality and clinical psychology from a methodological viewpoint.

## Required Text

- Leary, Mark R. (2012). Behavioral research methods (6th edition). Toronto: Pearson.
- Two copies of the textbook are available through 3-hour reserve at the Dana Porter Library
- Additional readings will be assigned for each lecture and will be available through LEARN and Course Reserves at the Dana Porter Library.

## Course Requirements and Assessment

<u>Assessment</u>	<u>Date of Evaluation/Due Date</u>	<u>Weighting</u>
Practice In-Class Quiz (graded but not counted toward your mark in the class)	Sept. 21	0%
Information Literacy Test	Sept. 30	10%
In-Class Quizzes (8 out of 9)	Oct. 5, 14, 19, 26, Nov. 2, 11, 16, 21, 23 (do not have to write the quiz when completing discussion questions/co-facilitation)	5% each
Article Critique Assignment (In-Class)	Oct. 7	10%
Discussion Questions and Co-Facilitation of Class Discussion (1 of 4 dates)	one of Nov. 2, 11, 16, or 23	10%
In-Class Assignments (5) Due the next day by 11:59 p.m.	Oct. 21, 28, Nov. 4, 18, 25	5% each
Article Critique Assignment (Independently)	Nov. 22	10%
Article Critique Review/Test	Dec. 2	10%

*If you add the above, it equals 115%. For final grade calculation in the course, students will be allowed to drop their lowest 15% (which may be any combination of assignments and/or tests).*

Research Participation Bonus Credits (Optional)	Dec. 4 (final day of undergraduate classes)	up to 4%**
<b>Total</b>		<b>100%</b>

**\*\*Please note:** Students cannot earn more than 100% in the course so not all earned credits may be applied to final grade.

### Information Literacy Test.

By completing this in-class test, you will learn how to:

1. Identify key sources of information to remain current in the field.
2. Discover some mechanisms to evaluate articles/authors/journals.
3. Navigate the University of Waterloo library system to access relevant information in the field from anywhere in the world.

### In-Class Quizzes.

At the start of 9 of the lectures, there will be a brief in-class quiz to assess your understanding of the assigned readings (textbook chapters, journal articles, webpages, etc.). Each quiz should take no more than 15 minutes to complete. Quizzes will be made up of multiple choice, fill-in-the-blank, and matching questions. Each quiz will be worth 5% of your grade. Each student will be expected to write 8 of these quizzes, which will contribute 40% toward their final grade. During the lecture when you are

assigned to generate discussion questions and co-facilitate a group discussion, you will not have to write the quiz. Please refer to the section below entitled ‘Accommodations to Course Requirements’ for information about what to do should you be unable to write a quiz.

### **In-Class Assignments.**

During at least half of the lectures, there will be in-class activities and group work. On 5 occasions, you will be responsible for handing in a brief written assignment. These assignments are an opportunity for you to apply your knowledge to specific issues related to research in the area of personality and clinical psychology. Depending on their length, they will be due by the end of the day or at a negotiated deadline a short time in the future (e.g., by the next day). Each assignment will be no more than 1-4 pages in length, and will be worth 5% of your grade. Some assignments will be submitted as a group, with others being individual submissions. For all group work, students will be able to give anonymous qualitative feedback to their group members and quantitative feedback to the instructors about the amount of relative contribution per group member for grading purposes. Further details about this weighting scheme and feedback will be provided in class.

### **Article Critiques**

You will have an opportunity to evaluate 2 empirical articles (1 with group consultation, 1 independently). Please prepare a 2 to 4 page outline summarizing the article using the outline provided for each empirical article (they will vary slightly depending on the type of methodology being used). You may see a general example on [LEARN](#). Please turn in critiques in-person at the end of class or online if later in the day.

### **Article Critique Review/Test**

You will have the opportunity to demonstrate your ability to analyze and critique an empirical article in-class. A very brief article will be provided to you at the start of the class, and you will be required to read and answer a series of questions about it. You will have the full 80 minutes to complete this ‘test’, which will be worth 10% of your final grade. This component will be completed on the final day of the course.

### **Discussion Question and Co-Facilitation of Class Discussion**

You will have an opportunity to generate discussion questions and co-facilitate the discussion for 1 lecture of the course. You will sign-up in advance to cover a given lecture. Four to six students will be assigned each lecture. You will be graded on your three to five discussion questions (submitted electronically prior to the start of class through the [LEARN](#) dropbox) and your ability to facilitate and participate in a thoughtful discussion at the start of our lecture. Each component will be worth 5% of your final grade in the course (5% for discussion questions, 5% for facilitating). Samples of thoughtful discussion questions will be provided to the class in advance of this assignment. Course instructors will model effective classroom discussion facilitation during multiple lectures in advance of this assignment.

### **Research Participation Bonus Credits (Optional)**

You may also earn bonus credits for participation in research (see additional handout entitled “Research Experience Marks” for details). Please note that students cannot earn more than 100% in the course so not all bonus credits earned may be applied to the final grade (up to 4%).

## Accommodations to Course Requirements

If, on medical, religious, or compassionate grounds, you are unable to write a midterm test or final examination or complete coursework on the scheduled date, please follow the instructions presented here. All issues are dealt with on a case-by-case basis, according to UW and Departmental policies and regulations. You should understand that academic accommodations will not be granted automatically upon request. Please read the instructions below carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled assignment, test, or exam. Instructors are under no obligation to offer more than one opportunity to write a make-up exam.

Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed [UW Verification of Illness Form](#)
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course; or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

*Please be aware that the course is designed to allow students to drop up to 15% of their lowest grade items in the calculation of their final grade. Evaluative components of the course equal more than 100% if they are all completed as scheduled. This 'buffer' allows students to have some instances where they may miss a quiz or assignment for any reason, and not need to make it up. Instead, they can take a grade of '0' on that component and drop it as part of their lowest 15%. The lowest 15% items may comprise any combination of quizzes, tests, and/or assignments. It does not include the 'bonus' up to 4% for participation in research studies.*

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Students requesting accommodation based on religious or cultural grounds must contact the Associate Dean of Arts, in writing, by the following deadlines:

- for the final exam: within one week of the [final exam schedule being posted by the Registrar's Office](#)
- for tests or assignments: before the 'drop – no penalty period' ends (Friday, October 2, 2015)  
The Associate Dean will contact Dr. Oakman and Dr. Seeds to make alternate arrangements.

The following includes occasions and observances for Fall 2015 that might warrant accommodation on religious/cultural grounds:

Dates	Religious holiday
Sunday, September 13 (sundown) Monday, September 14 Tuesday September 15 (sundown)	Rosh Hashanah (Jewish)
Tuesday, September 22 (sundown) Wednesday, September 23 (sundown)	Yom Kippur (Jewish)
Wednesday, September 23	Eid-ul-Adha (Islam)*
Sunday, September 27 (sundown) Monday, September 28 Tuesday, September 29 (sundown)	Sukkot (Jewish)
Sunday, October 6 (sundown) Monday, October 7 Tuesday, October 8 (sundown)	Shemini Atzeret and Simhat Torah (Jewish)
Friday, October 23	Ashura (Islam)*
Wednesday, November 11	Diwali (Sikh, Hindu)
Wednesday, November 25	Guru Nanak's Birthday (Sikh)

\* Tentative: *The actual timing of Muslim events is subject to the sighting of the moon immediately before.*

Elective arrangements (e.g., travel plans), co-op interviews, and employment are not considered acceptable grounds for granting accommodations for academic course requirements.

If you miss a class due to a minor illness or other problems, please check your course outline for information regarding attendance requirements and make sure that you are not missing a test/exam. Cover any readings and arrange to borrow notes from a classmate; professors can't give personalized lectures for students who miss class. (If you miss class for a legitimate reason – e.g., death in the family, illness – Dr. Oakman and Dr. Seeds would of course be pleased to answer any questions during his/her office hours after you have borrowed and reviewed lecture notes from a classmate.)

### **Late Work**

Assignments submitted late will receive a 1 mark penalty after two days late and one mark penalty each day thereafter. For example, if you submit your Individual Article Critique (worth 10%) two days late, 1 mark will be subtracted from your mark out of 10. If you submit the Individual Article Critique four days late, 3 marks will be subtracted from your mark out of 10.

### **Attendance Policy**

Lecture material will not repeat information from the textbook; most lecture material will be new and intended to enhance your understanding of the topic. Time is set aside each week for in-class group work. Attendance is required in order to complete the in-class assignments and quizzes/tests, and as such is strongly recommended for success in the course.

### **Electronic Device Policy**

You are welcome to bring electronic devices to the class to be used for course-related activities. Please turn cell phones to silent mode or turn them off entirely.

## Course Outline

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
1	Sept. 14	Introduction to the course	None		Dr. Seeds & Dr. Oakman
1	Sept. 16	Conceptual overview of the research area	<a href="#">Wikipedia article on positive psychology</a>		Dr. Seeds & Dr. Oakman
2	Sept. 21	Coming Up with Research Questions; Overview of Research Measurement/ Methodologies	Kazdin, A.E. (2003). Chapter 5	In-Class Quiz (Practice Only – graded but not for marks)	Dr. Seeds
2	Sept. 23	Information Literacy Part 1 - Library Research Workshop	None	Library Research Workshop <b>Note: Held in FLEX Lab, 3<sup>rd</sup> floor, Dana Porter Library</b>	Dr. Seeds & Tim Ireland (Library Liaison)
3	Sept. 28	Group Article Critique Practice	Spenhoff, M., Kruger, T.H.C., Hartmann, U., & Kobs, J. (2013). Hypersexual behavior in an online sample of males: Associations with personal distress and functional impairment. <i>The Journal of Sexual Medicine</i> , 10, 2996-3005. doi:10.1111/jsm.12160	Demonstration: working through article critique example in preparation for 2 critique assignments	Dr. Oakman
3	Sept. 30	Information Literacy Part 2 – Live Search	None	Information Literacy Test: Complete the in-class test using the skills you learned the previous week <b>Note: Held in PAS 1237</b>	Dr. Seeds & Tim Ireland (Library Liaison)
4	Oct. 5	Descriptive Research Methods	Leary, M. R. (2012). Chapter 6.  <u>We will also be discussing the dissertation of a past student. If interested, the reference is:</u>	In-Class Quiz  Demonstration: discussion questions &	Dr. Oakman

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
			Cripps, E. M. (2004). <i>Toward an empirical understanding of hypersexuality</i> (Doctoral dissertation). Retrieved from ProQuest Dissertations Publishing. (NQ94568).	discussion facilitation	
4	Oct. 7	Group Article Critique	Burton, C. M., & King, L. A. (2008). Effects of (very) brief writing on health: The two-minute miracle. <i>British Journal of Health Psychology, 13</i> , 9-14. doi:10.1348/135910707X250910	Article critique: Work in groups to complete the assigned article critique. Submit as a group by the end of the day.	Dr. Seeds
5	Oct. 12		<b>Thanksgiving Monday – No Class</b>		
5	Oct. 14	Program Evaluation	Barker, C. & Pistrang, N. (2002). Chapter 11  Bowen, G. L. (1984). Evaluation of the U.S. Air Force Family Support Center program. <i>Evaluation and Program Planning, 7</i> , 303-310. doi:10.1016/0149-7189(84)90054-5	In-Class Quiz  Demonstration: discussion questions & discussion facilitation	Dr. Oakman
6	Oct. 19	Self-Report Measurement	Leary, M.R. (2012). Chapter 3 & Chapter 4 pp. 80-90.  Arthen, I. <u>The Story of Real Vampires</u> . <i>FireHeart, 2</i> .	In-Class Quiz	Dr. Oakman
6	Oct. 21	Self-Report Measurement	Read <u>one</u> of the following as assigned by the instructor:  Steed, L. G. (2002). A psychometric comparison of four measures of hope and optimism. <i>Educational and Psychological Measurement, 62</i> , 466-482. doi:10.1177/00164402062003005  Benson, P. L. & Scales, P. C. (2009). The definition and preliminary measurement of thriving in	Group Work: Read your assigned paper on <u>one</u> topic within the positive psychology area and complete the in-class assignment. Submit your group's work to LEARN Dropbox	Dr. Oakman

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
			<p>adolescence. <i>The Journal of Positive Psychology</i>, 4, 85-104. doi:10.1080/17439760802399240</p> <p>Pöhlmann, K., Gruss, B., &amp; Joraschky, P. (2006). Structural properties of personal meaning systems: A new approach to measuring meaning of life. <i>The Journal of Positive Psychology</i>, 1, 109-117. doi:10.1080/17439760600566008</p> <p>Watkins, P.C., Woodward, K., Stone, T., &amp; Kolts, R. L. (2003). Gratitude and happiness: Development of a measure of gratitude, and relationships with subjective well-being. <i>Social Behavior and Personality</i>, 31, 431-452.</p> <p>Waterman, A. S. (1993). Two conceptions of happiness: Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. <i>Journal of Personality and Social Psychology</i>, 64, 678-691. doi:10.1037/0022-3514.64.4.678</p> <p>Jason, L. A., Reichler, A., King, C., Madsen, D., Camacho, J., &amp; Marchese, W. (2001). The measurement of wisdom: A preliminary effort. <i>Journal of Community Psychology</i>, 29, 585-598. doi:10.1002/jcop.1037</p>	<p>by the 11:59 p.m. tomorrow (Oct. 22).</p>	
7	Oct. 26	Observer-Report Measurement	<p>Leary, M. R. (2012). Chapter 4 pp. 71-80; 91-95.</p> <p>Varghese, A. L., &amp; Nilsen, E. (2013). Incentives improve the clarity of</p>	<p>In-Class Quiz</p> <p>Demonstration: discussion</p>	Dr. Seeds



Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
			school-age children's referential statements. <i>Cognitive Development</i> , 28, 364-373. doi:10.1016/j.cogdev.2013.07.001	questions & discussion facilitation	
7	Oct. 28	Observer-Report Measurement	None	Assignment: Complete the in-class assignment in groups. Submit your partnership's work to LEARN Dropbox by the 11:59 p.m. tomorrow (Oct. 29).	Dr. Seeds
8	Nov. 2	Implicit Measurement	Gawronski, B. (2009). Ten frequently asked questions about implicit measures and their frequently supposed, but not entirely correct answers. <i>Canadian Psychology</i> , 50, 141-150. doi:10.1037/a0013848  Libby, L. K., Valenti, G., Hines, K. A., & Eibach, R. P. (2014). Using imagery perspective to access two distinct forms of self-knowledge: Associative evaluations versus propositional self-beliefs. <i>Journal of Experimental Psychology: General</i> , 143, 492-497. doi:10.1037/a0033705	In-Class Quiz  <i>Discussion questions and co-facilitation</i>	Dr. Oakman
8	Nov. 4	Implicit Measurement		Assignment: Complete the in-class assignment in groups. Submit your individual reflection and application assignment to LEARN Dropbox	Dr. Oakman

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
				by 11:59 p.m. tomorrow (Nov. 5).	
9	Nov. 9	Ethical Issues in Clinical Research	Leary, M. R. (2012). Chapter 15	Assignment: Complete the in-class activities (ungraded).	Dr. Seeds
9	Nov. 11	Experimental Methods	Leary, M. R. (2012). Chapter 9, 10  Orr, E. M. J., & <b>Moscovitch, D. A.</b> (2014). Physical appearance anxiety impedes the therapeutic effects of video feedback in high socially anxious individuals. <i>Behavioural and Cognitive Psychotherapy, 42</i> , 92-104. doi:10.1017/S1352465812001038	In-Class Quiz  <i>Discussion questions and co-facilitation</i>	Dr. Seeds
10	Nov. 16	Quasi-Experimental Methods	Leary, M. R. (2012). Chapter 13  Ransom, D. C., LaGuardia, J. G., <b>Woody, E. Z.</b> , & Boyd, J. L. (2010). Interpersonal interactions on online forums addressing eating concerns. <i>International Journal of Eating Disorders, 43</i> , 161-170. doi: 10.1002/eat.20629	In-Class Quiz  <i>Discussion questions and co-facilitation</i>	Dr. Seeds
10	Nov. 18	Quasi-Experimental Methods	None	Assignment: Complete the in-class assignment in groups. Submit your group's work to LEARN Dropbox by the 11:59 p.m. tomorrow (Nov. 19).	Dr. Seeds
10	<b>Sat. Nov. 21</b>	Single Case Research	Leary, M. R. (2012). Chapter 14  <u>Read one or more of:</u>	In-Class Quiz	Dr. Oakman

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
			<p>Myles, K. M., <b>Dixon, M. J., Smilek, D.</b>, &amp; Merikle, P. M. (2003). Seeing double: The role of meaning in alphanumeric-colour synaesthesia. <i>Brain and Cognition</i>, 53, 342-345. doi:10.1016/S0278-626(03)00139-8</p> <p><b>Smilek, D.</b>, Malcolmson, K. A., Carriere, J. S. A., Eller, M., Kwan, D., &amp; Reynolds, M. (2007). When “3” is a jerk and “E” is a king: Personifying inanimate objects in synesthesia. <i>Journal of Cognitive Neuroscience</i>, 19, 981-992. doi:10.1162/jocn.2007.19.6.981</p> <p>Chadwick, P., &amp; Trower, P. (1996). Cognitive therapy for punishment paranoia: A single case experiment. <i>Behavior Research and Therapy</i>, 34, 351-356.</p>		
10	Nov. 22		<p><u>Please select one of the following articles to complete your independent article critique on:</u></p> <p>Zawadzka, A. M., &amp; Zalewska, J. (2013). Can humility bring happiness in life? The relationships between life aspirations, subjective well-being, and humility. <i>Roczniki Psychologiczne [Annals of Psychology]</i>, 16, 433-449.</p> <p>Lyubomirsky, S., Dickerhoof, R., Boehm, J. K., &amp; Sheldon, K. M. (2011). Becoming happier takes both a will and a proper way: An experimental longitudinal intervention to boost well-being. <i>Emotion</i>, 11, 391-402. doi:10.1037/a0022575</p>	Individual Article Critique Due by 11:59 p.m. to LEARN Dropbox	

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
			Mongrain, M. & Anselmo-Matthews, T. (2012) Do positive psychology exercises work? A replication of Seligman et al. (2005). <i>Journal of Clinical Psychology, 68</i> , 382-389. doi:10.1002/jclp.21839		
11	Nov. 23	Correlational Methods	Leary, M. R. (2012). Chapter 7 & 8 (pp. 163-169)  Fallis, E. E., <b>Rehman, U. S.</b> , & <b>Purdon, C.</b> (2014). Perceptions of partner sexual satisfaction in heterosexual committed relationships. <i>Archives of Sexual Behavior, 43</i> , 541-550. doi:10.1007/s10508-013-0177-y	In-Class Quiz  <i>Discussion questions and co-facilitation</i>	Dr. Seeds
11	Nov. 25	Correlational Methods		Assignment: Complete the in-class assignment. Submit your work to LEARN Dropbox by the 11:59 p.m. tomorrow (Nov. 26).	Dr. Seeds
12	Nov. 30	Randomized Controlled Trials	<u>Read one or both of:</u>  Van Ameringen, M., Mancini, C., <b>Oakman, J. M.</b> , Walker, J., Kjernisted, K., Chokka, P., Johnston, D., Bennett, M., & Patterson, B. (2007). Nefazodone in the treatment of generalized social phobia: A randomized, placebo-controlled trial. <i>Journal of Clinical Psychiatry, 68</i> , 288-295. doi:10.4088/JCP.v68n0215  <b>Kelly, A. C.</b> , & Carter, J. C. (2015). Self-compassion training for binge eating disorder: A pilot randomized		Dr. Oakman

Week	Date	Topic	Readings Due	Assignments & Tests	Lecturer
			controlled trial. <i>Psychology and Psychotherapy: Theory, Research, and Practice</i> , 88, 285-303. doi:10.1111/papt.12044		
12	Dec. 2	Randomized Controlled Trials	None	Journal article test: Read the assigned journal article in-class and answer the associated questions. Submit your individual work by the end of the class.	Dr. Oakman

### Concerns about the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs ([Richard Eibach](#) as of July 1, 2014) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Richard Eibach  
 Email: [reibach@uwaterloo.ca](mailto:reibach@uwaterloo.ca)  
 Phone: 519-888-4567 ext. 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

### Academic Integrity

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For

information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

### **Other sources of information for students**

[Academic integrity](#) (Arts)

[Academic Integrity Office](#) (uWaterloo)

### **Accommodation for Students with Disabilities**

**Note for students with disabilities:** The [AccessAbility Services office](#), located on the first floor of the Needles Hall extension, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.