

Motivation, Emotion & Well-being



Spring 2026 PSYC 385 A01 (22804)



DATES January 5th – April 1st, 2026
MEETING Mondays & Wednesdays
TIME 4:30pm – 5:50pm
LOCATION 
FORMAT Face-to-face

INSTRUCTOR Frederick Grouzet (*he/him*)
E-MAIL 
TELEPHONE 
OFFICE ROOM 
OFFICE HOURS (*see [Brightspace](#)*)



TEACHING ASSISTANT Maria Stepanyan (*she/her*)
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I acknowledge and respect the Lək̓ʷəŋən speaking peoples on whose traditional territory the university stands, and the Songhees, X̱wsep̓səm/Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

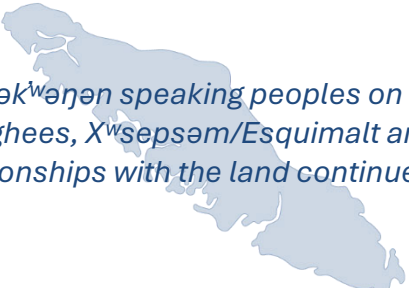


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DISCLAIMER: The schedule, policies, procedures, and assignments described in this course outline are subject to change in the event of extenuating circumstances.

COURSE DESCRIPTION

This course aims to provide a current perspective on how psychology researchers study, explain and predict human motivation, emotion and well-being. The focus is on contemporary theoretical, conceptual, and empirical issues regarding the psychological forces that activate, organize, and direct human behaviours, with a particular emphasis on humanistic, cognitive, and social perspectives. The role of motivation and emotion for individuals' well-being and mental health is particularly examined. While basic principles in motivation and emotion are identified, human diversity of backgrounds and perspectives (including learners') is acknowledged in both the content and format of the course and the evaluations. This course also aims to promote critical thinking and co-creation of knowledge, abilities to synthesize, apply and mobilize knowledge, and intellectual autonomy.

PREREQUISITES AND REGISTRATION





The pre-requisites for this course are PSYC201, and PSYC231 or PSYC260.


Given the demand for this course and its format (*see below*), **students who do not attend each class of the first three weeks of the term** (and do not provide prompt notification if valid circumstances prevent attendance for a maximum of two class sessions during this period) **and students who do not engage with the course via BrightSpace** (e.g., not reading the course outline, not completing key quizzes, surveys and profiles) **will be dropped from both class registration and the waitlist.**

It is the student's responsibility to check their registration status.

- The last date for withdrawing with 100% reduction of fees is *January 18th, 2026*.
- The last date for adding courses is *January 21st, 2026*.
- The last date for withdrawing without penalty of failure is *February 28th, 2026* (*see also [below](#)*).

COURSE POLICIES AND LEARNING ENVIRONMENT

- The course is offered **face-to-face**. You are encouraged to establish a **distraction-free environment** (e.g., turn off phones, use computers for notetaking only, etc.). You are also invited to avoid bringing food, scented products or anything that could generate allergic reactions (*consult with the instructor for guidance*). 
- The **class sessions are conversation-based**, so they are NOT lectures or summaries of readings and course materials; they are syntheses and discussions of the current state of knowledge, including major theories, recent research findings, various applied illustrations, and learners' own observed and lived/living experiences, to enhance comprehension of theories and concepts. 
- You are expected to come to class prepared to **actively participate** in class and small group discussions. For this purpose, weekly class outlines with **guiding questions** and **sources of knowledge** will be provided in advance. You are expected to use these sources of knowledge (and potentially other sources of knowledge) to prepare the questions before coming to class (*see pre-learning activities*). 
- Overall, the course is based on the **principle of co-creation of knowledge** according to which all sources of knowledge (from scholarly works, instructors, learners, communities, etc.) can equally contribute to the critical development of knowledge and understanding of human motivation, emotions and well-being. 
- To protect everyone's privacy and ensure that everyone is comfortable with freely speaking during class and group discussions, **class sessions are NOT recorded**, and you should NOT record them in any way. *If you have a CAL accommodation that may require audio recording or note-takers, please contact the instructor as soon as possible to discuss your needs and how to provide accommodation that does not involve recording discussions and/or secure note-takers.*

- **Groups of learners** will be formed to engage in class sessions as a group and create a collaborative and supportive learning environment. These learning/study groups will also provide a source of support if you miss a class session for valid reasons. See *below* the policy about [attendance and absences](#). 
- You are expected to **respect the diversity of perspectives** that all learners can bring to the class because of their cultural background, personal experience and values, to the extent the rights, dignity and well-being of everyone is respected (see [Respect for Diversity and below](#)). Learners' rights for privacy and confidentiality should also be respected.
- The use of a **generative artificial intelligence (AI)** is strictly prohibited in any submitted work (unless expressly endorsed as part of an assignment – see *below*).
- You are expected to familiarize yourself with the Department of Psychology's [Important Course Policy Information](#) (see *below*) and [Standards for Professional Behaviour for students in Tri-Faculty courses](#).


RESPECT FOR DIVERSITY

“It is our intent that learners from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, skin color, sexuality, disability, age, socio-economic status, ethnicity, language, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other learners or learner groups.”


F.G. & M.S.

This classroom is a trans-inclusive space: Please indicate if you have a preferred name that you would like to be used in the classroom and your pronouns. Please e-mail me if you would like to discuss the climate of this classroom for trans students. *Gender neutral bathrooms are [available](#) at UVic.*

COMMUNICATION

- Announcements about the course are mainly done by **email**. You should thus regularly check your preferred email account to get the most up-to-date information. It is your responsibility to ensure that your current email address is on [Personal and Account Profile](#). 
- If you have questions or concerns about the course, **send an email to** [REDACTED]. The subject of your message should be informative, and the message must be signed (i.e., name and student ID). Questions will be answered within **two working days**; if the answer can benefit and apply to all learners, an email message to all learners will be sent out **as a response to your email**. Sending your message to other email addresses (e.g., [REDACTED]) will delay the response. *If you do not receive a reply within two working days, you may need to resend it.*

See this quick video on email etiquette: https://youtu.be/IC_b57-4eh0, or for a PDF version: www.mcgill.ca/tls/files/tls/make_your_emails_count.pdf.

- Do NOT use BrightSpace or MS Teams to communicate with us. The use of BrightSpace or MS Teams to communicate with other learners should be limited to course-related matters and to facilitate group activities for the course (see also [Online Student Conduct](#)).
- As the instructor, I am **available for consultation** (Mondays & Wednesdays – see [BrightSpace for specific dates and time](#)), mainly in-person but sometimes on Zoom. With the teaching assistant, we will also provide special office hours for learning projects (see [BrightSpace for specific dates and time](#)). 
- **If you cannot attend a class** due to illness, accident or family affliction, please notify us immediately via the BrightSpace survey “Absence in Class.”



LEARNING GOALS

- **Understand** the key theories and principles relevant to motivation and affective science, and well-being.
- **Analyze** and **contrast** key factors relevant in theories of needs, intrinsic motivation, autonomous and controlled forms of extrinsic motivation, mindsets, personal control beliefs, goal setting, valuing processes, self-regulation, unconscious goal pursuit, emotions and emotion regulation, well-being and positive mental health.
- **Use the appropriate scientific terminology** to describe and discuss psychological concepts and theories.
- **Identify** theories, empirical contributions and other sources of knowledge, and **critically integrate** them to recently acquired knowledge.
- **Critically and creatively apply** psychological concepts to enhance one's understanding of human motivation, goal pursuit, self-regulation, and emotions in various contexts, as well as their impact on well-being.
- **Engage in active learning** by participating to class and group discussions, and autonomously (co)develop knowledge and skills through various methods.
- **Translating and mobilizing knowledge** to engage into concrete actions and interventions (incl. learning activities and learning projects) to enhance understanding of course material.



COURSE SCHEDULE

The following schedule should be viewed as a flexible guide, and adjustments will likely be necessary. In general, Monday class sessions will be dedicated to in-class and group discussions on specific topics, whereas Wednesday class sessions will include group activities that will be required to complete weekly (post)learning activities. See [Course Website](#) for up-to-date schedule.

INTRODUCTION AND BASIC PRINCIPLES

- Monday January 5: Practical course information, learning through discussions and projects
- Wednesday Jan. 7: What makes you happy? What makes people flourishing? What is well-being? Diversity of views on happiness, flourish and well-being
- January 12-14: Basic principles related to well-being, needs, human motivation and emotions

PART 1 – NEEDS

- January 19-21: Need for autonomy, internalization, and integration as source of motivational differentiation
- January 26-28: Support of autonomy in various life contexts
- February 2-4: Needs for competence vs. achievement
- February 9-11: Needs for relatedness vs. affiliation/intimacy
- February 16-18: *Reading break*

PART 2 – COGNITIONS

- February 23-25: Personal control beliefs, growth vs. fixed mindset
- March 2-4: Goals, goal setting, and valuing processes
- March 9-11: Self-regulation, self-control, and goal striving

PART 3 – EMOTIONS

- March 16-18: Nature of emotion, cognitive and sociocultural aspects
- March 23-25: Functions of emotion, self-conscious emotions, and emotion regulation

CONCLUSION AND SYNTHESIS

- Monday March 30: Synthesis and implications of various views on happiness and well-being
- Wednesday Apr. 1: Conclusion

SOURCES OF KNOWLEDGE AND COURSE MATERIALS



You will be proposed various sources of knowledge that you can use to answer questions before class discussions and then complete learning activities and learning projects. Active reading is thus preferred over passive reading of these sources of knowledge (SoK) that include:

- Book chapters and journal articles with links posted on BrightSpace.
- Supporting documents (posted on BrightSpace) that aim to guide readings, synthesis of the knowledge from readings, and discussions.

You will also be invited to find and critically use other sources of knowledge.

*All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in this class. Trying to give, sell, receive or seek copies of unauthorized materials hinders students’ learning, is unfair to classmates and seriously undermines the instructor’s course objectives. The material is protected under copyright law, even if not marked with a ©. **Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act.** Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.*

EVALUATION AND GRADING POLICY

Your understanding and mastering of the course material and attainment of the learning goals will be assessed through the completion of the following elements (see also [Learning Components](#) section):

| | | |
|---------------------------------------|-------------|---------------------------------|
| Learning Engagement: | 15% | |
| Learning readiness activities | 7% | Jan. 5-9 |
| Weekly class contributions | 8% | Every class |
| Learning Activities [LAs]: | 25% | |
| Pre-learning activities (10 x 0.5%) | 5% | Every Monday |
| Group learning activities (10 x 0.5%) | 5% | Every Wednesday |
| Post-learning activities (5 x 3%) | 15% | See schedule below |
| Learning Projects [LPs]: | 60% | |
| Goal and plan (3 x 0%) | 0% | Jan. 19, Feb. 23, & Mar. 16 |
| Draft (3 x 5%) | 15% | Feb. 1 & 7, (Mar. 8), & Mar. 29 |
| Final submission (3 x 15%) | 45% | Feb. 15, Mar. 15, & Apr. 5 |
| | <hr/> | |
| | 100% | |
| + Bonus credits | | up to 2% |

The final letter grade in the course will be based on the total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, if a final percentage grade is 89.5, the grade will be rounded to 90.

Course Completion Requirements: You will be considered to have completed the course if, and only if, you have completed, as required, the following elements:



- (1) one post-learning activity for Part 1 (Needs), Part 2 (Cognitions) and Part 3 (Emotions);
- (2) goal-and-plan, draft and final submissions for learning project #1 (Needs) and for learning project #3 (Emotions).

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. An “N” is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “[a] student who completes all course requirements is not eligible for an academic concession.” Consequently, you can only request deferrals for the completion of required course components and not for non-essential course components.

LEARNING COMPONENTS

Learning Engagement (15%): Class participation provides the opportunity to ask questions, to test the understanding of concepts, and to go further in the discovery of the science of motivation, emotion and well-being, and most importantly to contribute to the co-creation of knowledge. Presence in class and active participation are thus the key to a lively class and will constitute a part of the grade. Class Contributions include contributions to the class and/or group discussions and various involvement in activities fostering everyone's learning experience.



If you cannot attend a class due to illness, you must notify us immediately (using the BrightSpace survey "Absence in Class").

You are also asked to complete a self-presentation video, a motivational profile, a syllabus quiz, and multiple surveys that are available in Brightspace, as well as the UVic's [Undergraduate Integrity in Practice](#) module. Finally, to foster critical application of theories, concepts and empirical evidence to understand various views of well-being (i.e., what makes people happy, flourish, etc.) and their implications, you are invited to propose at the beginning of the term a model of well-being (January 7) that you will then critically analyze and revise at the end of the term (March 30).

Detailed instructions and grading criteria are available on BrightSpace.

Learning Activities [LAs]: Every week (due on Mondays @ 12pm), you are offered a **pre-learning activity** that consists of guiding questions and sources of knowledge that you can use to prepare for class discussions. These pre-learning activities (a total of 10) will be assessed as complete/incomplete for 0.5% each, and potential answers to these questions will be discussed in class. Therefore, no extensions are possible, no matter the reasons.



Then, on Wednesdays, you will complete in class **group learning activities** that aim to critically apply newly acquired and co-created knowledge. These group learning activities (a total of 10) will be assessed as complete/incomplete for 0.5% each, and they cannot be completed online.

If you cannot complete a pre-learning activity or attend a class due to illness or family affliction, you must notify us immediately (using the BrightSpace survey "Absence in Class").
A make-up learning activity that is worth the equivalent of total missing points will be offered at the end of the term

Finally, you will be offered a post-learning activity approximately every two weeks (see below). These six post-learning activities aim to summarize what was learned, tie up loose ends, think about issues that go beyond the material, and apply the material to everyday life situations. Each post-learning activity will be graded out of 3%, and only the 5 highest grades will be used to calculate the final grade (out of 15%).



For post-learning activities, extensions up to 48 hours (i.e., until Sunday 12pm) can be accepted with proper justification and approval by the instructor. If you submit the assignment after the due date without an approved extension or after the approved extension, then a deduction of 0.5 point per 24 hours (or part of) will apply. For example, if the post-learning activity receives a mark of 3.0/3 but it is submitted at 6pm rather than 12pm, then you will receive a mark of 2.5/3. In any case, submissions will not be accepted 48 hours after the deadline for any reason, which will result in a zero. However, a zero on one post-learning activity may have no impact on the final grade because only the 5 highest grades (out of 6) will be used to calculate the final grade.

Specific schedule of learning activities can be found below. Detailed instructions and grading criteria are available on BrightSpace.

Learning Activity Schedule:**INTRODUCTION AND BASIC PRINCIPLES**

- January 12-14: Basic principles
 - Mon. Jan. 12 @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Jan. 14 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
 - Fri. Jan. 16 @12pm: Post-learning activity (3% – Graded)

PART 1 – NEEDS

- January 19-21: Need for autonomy
 - Mon. Jan. @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Jan. 14 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
- January 26-28: Support of autonomy
 - Mon. Jan. 26 @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Jan. 28 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
 - Fri. Jan. 30 @12pm: Post-learning activity (3% – Graded)
- February 2-4: Needs for competence vs. achievement
 - Mon. Feb. 2 @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Feb. 4 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
- February 9-11: Needs for relatedness vs. affiliation/intimacy
 - Mon. Feb. 9 @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Feb. 11 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
 - Fri. Feb. 13 @12pm: Post-learning activity (3% – Graded)

PART 2 – COGNITIONS

- February 23-25: Personal control beliefs, growth vs. fixed mindset
 - Mon. Feb. 23 @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Feb. 25 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
 - Fri. Feb. 27 @12pm: Post-learning activity (3% – Graded)
- March 2-4: Goals, goal setting, and valuing processes
 - Mon. Mar. 2 @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Mar. 4 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
- March 9-11: Self-regulation, self-control, and goal striving
 - Mon. Mar. 9 @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Mar. 11 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
 - Fri. Mar. 13 @12pm: Post-learning activity (3% – Graded)

PART 3 – EMOTIONS

- March 16-18: Nature of emotion, cognitive and sociocultural aspects
 - Mon. Mar. 16 @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Mar. 18 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
- March 23-25: Functions of emotion, self-conscious emotions, and emotion regulation
 - Mon. Mar. 23 @12pm: Pre-learning activity (0.5% – Complete/Incomplete)
 - Wed. Mar. 25 @4:30pm: Group (*in-class*) learning activity (0.5% – Complete/Incomplete)
 - Fri. Mar. 27 @12pm: Post-learning activity (3% – Graded)

Learning Projects [LPs]: You can show your understanding and ability to apply the course materials through three learning projects that apply and synthesize the concepts covered in Part 1 (Needs), Part 2 (Cognitions) and Part 3 (Emotions).

To acknowledge and support the diversity of learning styles and modes of expression, you can choose among eleven types of projects (*see detailed guideline for each type of project on BrightSpace*):

- (1) **Review paper using A.I.** (i.e., a literature review of empirical studies that were published in 7-10 peer-reviewed journal articles listed on PsycInfo and that answer a research question that can be chosen from a proposed list) – *the transparent and critical use of a generative artificial intelligence (AI) following strict instructions is encouraged for this specific type of learning project.*
- (2) **Community-focused knowledge summary using A.I.** (i.e., a literature review of theories and studies that were published in 7-10 peer-reviewed scholarly works listed on PsycInfo and that provides to a specific audience – e.g., parents – knowledge on a topic that can be chosen from a proposed list) – *the transparent and critical use of a generative artificial intelligence (AI) following strict instructions is encouraged for this specific type of learning project.*
- (3) **Visual artwork** (i.e., 2D/3D non-digital artwork such as painting, drawing, collage, mixed-media, sculpture, beading, rock painting, etc.) – *the use of a generative artificial intelligence (AI) is strictly prohibited for this specific type of learning project – a video of the creative process is required.*
- (4) **Art performance** (e.g., song, poem, dance, puppet show, etc.) recorded on a video – *the use of a generative artificial intelligence (AI) is strictly prohibited for this specific type of learning project.*
- (5) **Fiction analysis** (i.e., analysis of a series of 3-5 movies, a mini-series, or one season of a TV series that have been identified at the beginning of the term) – *the use of a generative artificial intelligence (AI) is strictly prohibited for this type of project.*
- (6) **Visual autobiography** (i.e., analyzing life events using course concepts and visual aids) – *the transparent use of a generative artificial intelligence (AI) following strict instructions is allowed for this specific type of learning project.*
- (7) **Board game** (i.e., a new or freely adapted game that applies psychological concepts; excludes quiz-type games in which knowledge of psychological concepts are necessary to play) – *the transparent use of a generative artificial intelligence (AI) following strict instructions is allowed for this specific type of learning project.*
- (8) **Documentary** (i.e., a brief video or audio document that aims to answer a specific question integrating testimonies of people with lived or living experience) – *the transparent and restrictive use of a generative artificial intelligence (AI) following strict instructions is allowed for this specific type of learning project.*
- (9) **Intervention** (i.e., a video, workshop, series of tasks or other forms of interventions that aim to change behaviour, mindset, regulate emotions, or enhance well-being) – *the transparent use of a generative artificial intelligence (AI) following strict instructions is allowed for this specific type of learning project.*
- (10) **Community-engaged learning (CEL) report** (i.e., report of volunteer experience in an approved community organization, mobilizing the course materials to describe and explain this CEL experience) – *the transparent use of a generative artificial intelligence (AI) following strict instructions is allowed for this specific type of learning project.*
- (11) **Oral discussion** (i.e., answering a series of long-answer questions that cover a part of the course during a 20-min. conversation with instructor and/or teaching assistant; questions are provided a few hours in advance and the oral discussion is scheduled on the Friday before the learning projects' due date – i.e., Feb. 13, Mar. 13, & Apr. 3). – *the use of a generative artificial intelligence (AI) is strictly prohibited for this specific type of learning project.*

While the first project (on Part 1 – Needs) must be completed **individually**, the second project (on Part 2 – Cognitions) and the third project (on Part 3 – Emotions) can be completed in **groups of 2-3 learners** if it is an art performance, a board game, a documentary or an intervention.

You will be invited to **complete at the beginning of the term a survey** on BrightSpace, which will help you to select the appropriate type of learning project that corresponds to your previous experience and skills. Indeed, you are strongly encouraged to select the type of projects based on your own learning style, skills and mode of expression, and NOT based on the course material or concepts specific to each course part.

While you can select different types of projects for each of the three parts of the course, **you are strongly encouraged to select the same type of project for all learning projects**, so you can fully benefit from feedback received on projects and reduce the need to adjust from one learning project to the next one.

To assist the completion of the learning projects, you will be invited to set goals, make plans and submit a draft/outline for each project you have selected (*see project guideline on BrightSpace*):

- (1) You will first **select a type of project** by indicating on BrightSpace your **goal and plan for the project** (for feedback and approval) no later than Monday January 19 (Part 1), February 23 (Part 2), and March 16 (Part 3). While no grades are associated with this submission, it must be fully completed and approved before starting the project. If the submission is not satisfactory, you may be offered 48h to make proper revisions, but the deadline for submitting an outline/draft will remain unchanged.



Extensions up to 72h can be accepted for the original submission with proper justification and approval by the instructor. However, no extension will be offered to the 48h opportunity to revise the goal-and-plan. Failure to fully and satisfactorily complete a goal-and-plan may result in a zero for the entire project and a final grade of "N" for the course – see course completion requirements.

- (2) For Part 1 ("Needs"), you will be asked to submit on February 1st and February 8th **two subsequent outlines or drafts (2% + 3%)** that aim to prepare the final project and get feedback. For Part 2 ("Cognitions"), the submission of an outline/draft will be **optional** – if no draft is submitted by March 8, the 5% associated with the draft will be reported on the final submission. For Part 3 ("Emotions"), the submission of an outline/draft is **required** by March 29th.

NOTE: For the Oral Discussion option, there is no outline/draft to submit, so the 5% associated with the outline/draft will be reported to the final oral discussion that will be worth 20%.



Extensions up to 48 hours can be accepted with proper justification and approval by the instructor. If you submit the assignment after the due date without an approved extension or after the approved extension, then a deduction of 1 point per 24 hours (or part of) will apply. For example, if the outline/draft for Part 3 receives a mark of 5/5 but it is submitted on March 30 @ 2:00am (while the due date was March 29 @ 11:59pm), then you will receive a mark of 4/5. Outline/draft submissions will not be accepted 4 days after the original deadline for any reason, so you will not be able to submit a final project, which will result in a zero for the entire project and potentially a final grade of "N" for the course – see course completion requirements.

- (3) The **final projects (15% each)** need to be submitted by Sunday February 15 (for Part 1), March 15 (for Part 2) and April 8 (for Part 3). However, the Oral Discussion will occur on the previous Friday.



Extensions up to 72 hours can be accepted with proper justification and approval by the instructor. If you submit the assignment after the due date without an approved extension or after the approved extension, then a deduction of 1 point per 24 hours (or part of) will apply. For example, if the project for Part 3 receives a mark of 15/15 but it is submitted on April 9 @ 2:00am (while the due date was April 8 @ 11:59pm), then you will receive a mark of 14/15. Final submissions will not be accepted 5 days after the original deadline for any reason, which will result in a zero and potentially a final grade of "N" for the course – see course completion requirements.

For the Oral Discussion option, if you are sick on the Friday and inform the instructor before 8am, the oral discussion may be postponed to the following Monday.

Specific schedule of learning activities can be found below. Detailed instructions and grading criteria are available on BrightSpace.

Learning Project Schedule:

PART 1 – NEEDS

- Mon. Jan. 19th @11:59pm: Goal-and-Plan for Learning Project #1 (“Needs”)
- Mon. Feb. 1st @11:59pm: Outline/draft #1 for Learning Project #1 (“Needs”)
- Mon. Feb. 8th @11:59pm: Outline/draft #2 for Learning Project #1 (“Needs”)
- Fri. Feb. 13th in afternoon: Oral discussion for Part #1 (if you select this option)*
- Mon. Feb. 15th @11:59pm: Final Learning Project #1 (“Needs”)

PART 2 – COGNITIONS

- Mon. Feb. 23rd @11:59pm: Goal-and-Plan for Learning Project #2 (“Cognitions”)
- Mon. Mar. 8th @11:59pm: Outline/draft for Learning Project #2 (“Cognitions”)
- Fri. Mar. 13th in afternoon: Oral discussion for Part #2 (if you select this option)*
- Mon. Mar. 15th @11:59pm: Final Learning Project #2 (“Cognitions”)

PART 3 – EMOTIONS

- Mon. Mar. 16th @11:59pm: Goal-and-Plan for Learning Project #3 (“Emotions”)
- Mon. Mar. 29th @11:59pm: Outline/draft for Learning Project #3 (“Emotions”)
- Fri. Apr. 3rd in afternoon: Oral discussion for Part #3 (if you select this option)*
- Mon. Apr. 5th @11:59pm: Final Learning Project #3 (“Emotions”)

Bonus credits (2%): You can gain bonus credits by reviewing either (1) ongoing research as participant in studies conducted in the [Department of Psychology](#) for the equivalent of 4 hours of participation or 4 SONA credits, which will be translated into 2% (if a complete report is submitted by April 3 @11:59pm), or (2) published works on a specific topic (due by April 3 @11:59pm). *[Important: It is unethical to coerce someone to participate in a study, so selecting Option #1 should be voluntary.]* You cannot do both and you cannot combine these two options to get the 2% bonus credits.

You are also encouraged to [participate in research studies](#) that are offered on SONA as well as other studies that might be advertised on social media, posters on notice boards, etc..

LEARNING SUPPORT

Learning, including activities used for evaluations, should be an enjoyable and personal-growth experience. While the course is designed to foster this positive learning experience, it does not occur in isolation from other academic activities and life in general. You are thus invited to take care of yourself and do your best to maintain a healthy lifestyle by eating well, exercising, getting enough sleep and taking some time to relax. You are also encouraged to get all the support that it is offered to you, in the context of this course and at UVic in general.

All of us benefit from support during times of struggle. You are not alone!

Learn Anywhere is the student support portal for a full range of student academic and support services: oac.uvic.ca/LearnAnywhere/. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

The **Student Wellness Centre** offers free professional, confidential, inclusive support to currently registered UVic students. They offer a variety of services to support students' mental, physical and spiritual health. *You can make a same-day or pre-booked appointment with a counsellor, nurse, physician, or spiritual care provider.*

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>.

The **Centre for Accessible Learning** staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations: <https://www.uvic.ca/accessible-learning/>. The sooner you let them know your needs, the quicker they can assist you in achieving your learning goals in this course.

Elders' Voices: The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

<https://www.uvic.ca/services/indigenous/students/programming/elders/>

The **University of Victoria Students' Society (UVSS)** is a social justice based non-profit run by students, for students and is entirely separate from UVic. *As an undergrad student, you are already a member!* They work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. They fund clubs and course unions, and have several advocacy groups. They also have a Food Bank and Free Store, a Peer Support Centre, and run students' health and dental plan. *They are here to support you, so reach out to them at uvss.ca!*

Social Life, Friends, and Community at UVic: Having a supportive social network is an extremely important foundation for positive mental health. There are many benefits to joining clubs, course unions, intramurals and teams on campus: www.uvic.ca/undergraduate/housing-student-life/student-life/index.php.

Sexualized Violence Prevention and Response at UVic: UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. *If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out the EQHR, Sedgewick C115 (Phone: 250.721.8021; Email: svpcoordinator@uvic.ca).*

Other services include [Centre for Academic Communication](#), [Math and Stats Assistance Centre](#), [Library](#), [Ombudsperson](#) (see also [below](#)), and [Computer Help Desk](#).

DEPARTMENT OF PSYCHOLOGY'S IMPORTANT COURSE POLICY INFORMATION

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help create such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled (see [UVic Academic Calendar](#)).

Medical documentation for short-term absences is **not required** (*approved by Senate*). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (*see below*).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites **ARE NOT** exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Student Code of Conduct

The [Student Code of Conduct](#) explains how University policies regarding student behaviour are interpreted and applied within the Faculties of Humanities, Science and Social Sciences.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used:

| Letter Grade | Grade Point Value | Percentage | Description |
|--------------|-------------------|------------|--|
| A+ | 9 | 90 – 100 | An A+, A, or A- is earned by work which is technically superior , shows mastery of the subject matter , and in the case of an A+ offers original insight and/or goes beyond course expectations . <i>Normally achieved by a minority of students.</i> |
| A | 8 | 85 – 89 | |
| A- | 7 | 80 – 84 | |
| B+ | 6 | 77 – 79 | A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. |
| B | 5 | 73 – 76 | |
| B- | 4 | 70 – 72 | |
| C+ | 3 | 65 – 69 | A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities. |
| C | 2 | 60 – 64 | |
| D | 1 | 50 – 59 | A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree. |
| F | 0 | <50 | F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree. |

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (uvicombudsperson.ca).

Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**

If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the [“In-Course Extension Form”](#) and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.

- **What to do if you require additional time to complete course requirements**

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized use of an editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying materials subject to academic evaluation.** This includes falsification of data, use of commercially prepared essays (or other forms of projects), using Artificial Intelligence applications, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on assignments, tests, and examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding others to cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of appeal are described in the Policy on Academic Integrity in the University calendar September 2022.

The definitive source for information on Academic Integrity is the [University Undergraduate Calendar](#).

Other useful resources on plagiarism and cheating include:

- The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>. The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
- UVic Library resources: www.uvic.ca/library/research/citation/plagiarism/
- UVic Library document on [Avoiding Plagiarism](#)

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at:

<https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Experience of Learning (SEL) Survey

Toward the end of term, students will have the opportunity to complete a confidential Student Experience of Learning (SEL) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://sel.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course:

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Academic Important Dates (Spring 2026)

| | |
|-------------------------|---|
| Monday, January 5th | Second term classes begin for all faculties |
| Sunday, January 18th | Last day for 100% reduction of tuition fees for standard second term courses. 50% of tuition fees will be assessed for courses dropped after this date. |
| Wednesday, January 21st | Last day for adding courses that begin in the second term |
| Saturday, January 31st | Last day for paying second term fees without penalty |
| Sunday, February 8th | Last day for 50% reduction of tuition fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date. |
| Monday, February 16th | University Closed (Family Day) |
| February 16th - 20th | Reading Break for all faculties |
| Saturday, February 28th | Last day for withdrawing from full year and second term courses without penalty of failure |
| Monday, March 9th | First registration date for Summer Session 2026 |
| Thursday, April 2nd | Last day of classes for all faculties |
| Tuesday, April 7th | Examinations begin for all faculties |
| Wednesday, April 22nd | Examinations end for all faculties |

Add and drop dates for standard 2025-2026 Winter Session courses

| Term | Start Date | End Date | 100% Fee Reduction | Add Deadline | 50% Fee Reduction | Academic Drop no Fee Reduction |
|-------------|------------|----------|--------------------|--------------|-------------------|--------------------------------|
| First term | Sep 3 | Dec 3 | Sep 16 | Sep 19 | Oct 7 | Oct 31 |
| Second term | Jan 5 | Apr 2 | Jan 18 | Jan 21 | Feb 8 | Feb 28 |