



MOTIVATION, EMOTION & WELL-BEING

PSYC385 – FALL 2025 – CRN12990



DATES	September 3 rd – December 3 rd , 2025
FORMAT	Face-to-face
MEETING	Tuesdays, Wednesdays, & Fridays
TIME	12:30pm – 1:20pm

I acknowledge and respect the ləkʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the ləkʷəŋən and W̱SÁNEĆ 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 researchers study, explain, and predict human motivation, emotion and well-being. The focus is mainly 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 in individuals' well-being and mental health is also examined. While basic principles in motivation and emotion are identified, the diversity of human backgrounds and perspectives is acknowledged in both the content and format of the course and evaluations.

Prerequisites and Registration

The pre-requisites for this course are PSYC201, and PSYC231 or PSYC260. Given the demand for this course, **students who do not attend each class during the first two weeks** (and do not provide prompt notification of valid circumstances that prevent their attendance) **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 *September 16, 2025*.**
- **The last date for adding courses is *September 19, 2025*.**
- **The last date for withdrawing without penalty of failure is *October 31, 2025* (see also [below](#)).**

Course Format and Learning Environment

- The course is offered face-to-face. Students are strongly encouraged to establish a distraction-free environment (e.g., turning off cell phones, using computers for notetaking only, etc.) during class sessions.
- The class sessions will be interactive. As such, students are expected to participate in class discussions and activities that can help enhance their understanding of theories and concepts.
- Weekly class outlines, including sources of knowledge (i.e., readings), will be provided in advance.
- Students are expected to have prepared the questions from the class outline before class, using the source(s) of knowledge to facilitate their comprehension of course content and class discussions.
- Students are expected to respect the diversity of perspectives that all students can bring to the class as part of their cultural background, personal experience and values to the extent that the rights, dignity and well-being of everyone are respected (see [Respect for Diversity](#) and [below](#)). Students' rights to privacy and confidentiality should also be respected.
- Students are expected to familiarize themselves 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 my intent that students 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. I intend to present materials and activities that are respectful of diversity: gender, skin colour, sexuality, disability, age, socio-economic status, ethnicity, language, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups." - MS

This classroom is a trans-inclusive space: Please indicate if you have a preferred name and pronoun that you would like to be used in the classroom. Please email the instructor 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 the student's responsibility to ensure that their current email address is on their [Personal and Account Profile](#).
- If you have questions or concerns about the course, you should contact the instructor (not the teaching assistant) by sending an **email to mstepanyan@uvic.ca**. **The subject of your message must start with "PSYC385"**, and the message must be signed with your name and student ID. Questions will be answered within two working days; if the response can benefit and apply to all students, an email message to all students will be sent out as a response to your email (*P.S. 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://www.youtube.com/watch?v=IC_b57-4eh0 or for a PDF version: https://www.mcgill.ca/tls/files/tls/make_your_emails_count.pdf
- Do NOT use BrightSpace to communicate with the instructor and teaching assistant. The use of BrightSpace to communicate with other students should be limited to course-related matters (see [Online Student Conduct](#)).
- The instructor is **available for consultation** in-person and on Zoom during office hours (see *BrightSpace for specific dates and times*). Additional office hours are available the week before each Learning Project (see [BrightSpace](#) for specific dates and times).
- Students who cannot attend a class due to illness, accident or family affliction need to notify the instructor and teaching assistant immediately via a BrightSpace "Absence Survey".

Learning Goals

- **Understand** the key theories and principles relevant to motivation, emotion, and well-being.
- **Analyze** and **contrast** key factors relevant in theories of needs, intrinsic motivation, autonomous and controlled forms of extrinsic motivation, personal control beliefs, mindsets, goal setting, valuing processes, self-regulation, unconscious goal pursuit, emotions and emotion regulation, and positive mental health.
- **Use the appropriate scientific terminology** to describe and discuss psychological concepts and theories.
- **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 in discussions and autonomously developing knowledge and skills through various methods.
- **Translating and mobilizing knowledge** to engage in concrete actions and interventions to enhance the learning experience and well-being of oneself and others.

Course Material

- There is no required textbook. However, the source of knowledge will be in the form of journal articles and book chapters that will be linked on BrightSpace.
- Supporting document links (posted on BrightSpace) that aim to guide reading, synthesis of the knowledge from readings, and online discussions.

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in this class. 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

Learning Engagement	6%	
Self-Presentation Video	1%	Sept. 12
Motivational Profile	1%	Sept. 12
Integrity in Practice	1%	Sept. 19
Class Participation	3%	Sept. 3 – Dec. 3
Learning Activities (Best 6 out of 10 LAs)	36%	See Course Schedule
Best LA for each part of the course (3 x 6%)		
Best 3 LAs from the remaining 7 LAs (3 x 6%)		
Learning Projects (2 x 29%)	58%	
Goal & Plan (1%)		Sept. 14, Oct. 12, Nov. 9
Outline/Draft (8%)		Oct. 1, Oct. 29, Nov. 26
Final Submission (20%)		Oct. 10, Nov. 7, Dec. 5
	100%	
+ Bonus Credits	Up to 2%	Dec. 5

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.

Learning Engagement (6%)

Students' learning engagement will be assessed through the completion of a self-presentation video and motivational profile, the completion of the Integrity in Practice module, participation in class discussions and other forms of engagement to foster everyone's learning experience. Students who cannot attend class due to illness, accident, or family affliction need to notify the instructor via a BrightSpace "Absence Survey". *Detailed grading criteria are available on BrightSpace.*

Learning Activities (36%)

Students will be offered 10 learning activities (3-4 for each course part) to apply the course material to various situations and to think beyond the material. While 7 learning activities (available after Friday's class) should be completed individually, the other 3 learning activities should be completed in groups of 2-4 on Friday in class (see [Course Schedule](#)). All learning activities should be submitted by the end of Monday (unless otherwise specified). To accommodate students who cannot attend a class and/or submit the learning activity on time because of illness, accident, technical difficulties, or other life challenges, **only the 6 highest marks** will be used to assign a grade (one for each of the three parts and three from the remaining 7 learning activities).

Given that only the 6 highest marks will be used, no further extensions will be approved. This will also allow students to receive feedback in a timely manner. Learning activities must be completed **without the use of Artificial Intelligence**.

Learning Projects (58%)

Students can show their understanding of the course material through three learning projects where they can apply and synthesize the concepts covered in Part 1 (Needs), Part 2 (Cognition), and Part 3 (Emotions & Well-Being).

Students can choose among four types of projects (*see details on the project guideline on BrightSpace*):

1. Review Paper (i.e., a literature review of studies that were published in 7-10 peer-reviewed journal articles and that answer a research question, while options of research questions are proposed, students can propose their own)
2. Visual Artwork (2D/3D, e.g., painting, drawing, collage, beading, etc.)
3. Visual Autobiography (i.e., analyzing life events using course concepts and visual aids)
4. Fiction Analysis (i.e., a series of 3-5 movies, a season of a TV show, mini-series, etc.)

All projects must be completed individually and without the use of generative artificial intelligence (AI). To accommodate students who may experience difficulties or obstacles and allow students to learn from their errors (receiving a low grade on a project), only the best of Part 1 (Needs) or Part 2 (Cognitions) projects will contribute to the final grade. The Part 3 (Emotions & Well-Being) project will also be included in the final grade.

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

1. Students will first select a type of project by indicating on BrightSpace their goal and plan (1% each) for the project by Sunday September 14, for Part 1 (Needs), Sunday October 12, for Part 2 (Cognitions), and Sunday November 9, for Part 3 (Emotions & Well-Being). The goal and plan must be approved by the instructor prior to submitting the outline/draft and final project.

Late submissions (i.e., 7 or more days after the due date) will incur a 0.5-point deduction. However, no submissions will be accepted 72 hours (or less) before the submission deadline for the relevant outline/draft, so you will not be able to submit an outline/draft and final project, which will result in a zero for the entire project.

2. The outline/draft (8% each) aims to provide students with feedback before the final submission of their learning project; it needs to be completed by Wednesday October 1, for Part 1 (Needs), Wednesday October 29, for Part 2 (Cognitions), and Wednesday November 26, for Part 3 (Emotions & Well-Being).

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 outline/draft receives a mark of 8/8 but it is submitted on October 2 @ 2:00am (while the due date was October 1 @ 11:59pm), then you will receive a mark of 7/8. If you require more than 72 hours to complete the learning project outline/draft, then you will need to complete the ["In-Course Extension Form"](#) and send it to the course instructor no later than 24 hours after the due date. In any case, outline/draft submissions will not be accepted 8 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.

3. The final projects (20% each) need to be submitted by Friday October 10, for Part 1 (Needs), Friday November 7, for Part 2 (Cognitions), and Friday December 5, for Part 3 (Emotions & Well-Being).

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 final receives a mark of 20/20 but it is submitted on October 12 @ 2:00am (while the due date was October 10 @ 11:59pm), then you will receive a mark of 19/20. If you require more than 72 hours to complete the learning project final, then you will need to complete the "[In-Course Extension Form](#)" and send it to the course instructor no later than 24 hours after the due date. In any case, final submissions will not be accepted 20 days after the original deadline for any reason, which will result in a zero for the entire project.

Course Completion Requirements

Students who have completed, as instructed, the following elements will be considered to have completed the course:

1. At least one learning activity from each part of the course (Part 1: Needs, Part 2: Cognitions, and Part 3: Emotions & Well-Being)
2. At least the goal-and-plan, outline/draft, and final submission for one learning project from Part 1 (Needs) OR Part 2 (Cognitions)
3. The goal-and-plan, outline/draft, and final submission for the learning project from Part 3 (Emotions & Well-Being)

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, students can only request deferrals for the completion of required course components and not for non-essential course components.

Bonus Credits

Students can gain bonus credits by reviewing either (1) ongoing research as a 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), or (2) published works on a specific topic. *[Important: It is unethical to coerce someone to participate in a study, so selecting option #1 should be voluntary].* 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.

Class Schedule

The following schedule should be viewed as a flexible guide, and adjustments will likely be necessary. The due dates are 11:59pm unless specified. Sources of knowledge are available on class outlines (see [BrightSpace](#)).

Dates	Content	Submissions
Introduction		
Sept. 3 – 5	<ul style="list-style-type: none"> Practical information Learning through projects 	<i>Syllabus Quiz</i> (Tuesday, Sept. 9)
Part 1 - Needs		
Sept. 9 – 12	<ul style="list-style-type: none"> Definitions and basic principles Need for autonomy, internalization, and integration Types of motivation 	<i>Motivational Profile & Self-Presentation Video</i> (Friday, Sept. 12) Project #1 Goal & Plan (Sunday, Sept. 14)
Sept. 16 – 19	<ul style="list-style-type: none"> Supporting autonomy and why 	Learning Activity #1 (Monday, Sept. 22) <i>Integrity in Practice</i> (Friday, Sept. 19)
Sept. 23 – 26	<ul style="list-style-type: none"> Need for competence 	Learning Activity #2 (Monday, Sept. 29)
Oct. 1 – 3	<ul style="list-style-type: none"> Need for relatedness 	Learning Activity #3 (Monday, Oct. 6) Project #1 Outline/Draft (Wednesday, Oct. 1)
Oct. 7 – 10	<ul style="list-style-type: none"> Synthesis In-Class LA #4 (<i>Portal open until Tuesday, Oct. 14, 12pm</i>) 	Project #1 Final (Friday, Oct. 10) Project #2 Goal & Plan (Sunday, Oct. 12)
Part 2 - Cognitions		
Oct. 14 – 17	<ul style="list-style-type: none"> Personal control beliefs Growth vs. fixed mindset 	Learning Activity #5 (Monday, Oct. 20)
Oct. 21 – 24	<ul style="list-style-type: none"> Goal setting Life goals and valuing processes 	Learning Activity #6 (Monday, Oct. 27)
Oct. 28 – 31	<ul style="list-style-type: none"> Goal striving and self-regulation In-Class LA #7 (<i>Portal open until Monday, Nov. 3</i>) 	Project #2 Outline/Draft (Wednesday, Oct. 29)
Part 3 - Emotions & Well-Being		
Nov. 4 – 7	<ul style="list-style-type: none"> Nature and function of emotions Basic emotions 	Project #2 Final (Friday, Nov. 7) Project #3 Goal & Plan (Sunday, Nov. 9)
Nov. 11 – 12	Remembrance Day and Reading Break	
Nov. 14	<ul style="list-style-type: none"> Self-conscious emotions 	Learning Activity #8 (Monday, Nov. 17)
Nov. 18 – 21	<ul style="list-style-type: none"> Emotion regulation Nostalgia 	Learning Activity #9 (Monday, Nov. 24)
Nov. 25 – 28	<ul style="list-style-type: none"> Hedonic and eudaimonic well-being Self-actualization vs. actualization 	Project #3 Outline/Draft (Wednesday, Nov. 26)
Dec. 2 – 3	<ul style="list-style-type: none"> In-Class LA #10 (<i>Portal open until Friday, Dec. 5</i>) Closing Remarks 	Project #3 Final (Friday, Dec. 5)

UVic Resources and Policies

Below is information from UVic about various resources for student wellness, and important academic dates and policies.

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:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C115

Phone: 250 721 8021

Email: svpcordinator@uvic.ca

Web: <https://www.uvic.ca/sexualizedviolence/>

BE WELL – Taking Care of Myself



A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus. <https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

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

Health Services:

The Student Wellness Centre also provides a full service primary health clinic for students.

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

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we 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.

www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community:

<https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>

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.

Attendance and Absences

Attendance is important. Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

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).

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.

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

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. 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.

¹ Syllabi belong to the department through which the course is administered.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. 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://ces.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.

Disclaimer

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

Grading

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

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

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

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 (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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, 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 Spring 2025.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. 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.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

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.

Request for Academic Concessions

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 miss the final exam scheduled during the formal exam period**
Apply at Records Services for a [“Request for Academic Concession”](#), normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). 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.
- **What to do if you require additional time to complete course requirements beyond the normal term.**
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.

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 Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance](#)

[Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students' Society (UVSS)

The [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! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Fall session – first term (September – December)

Wednesday, September 3 rd	First term classes begin for all faculties
Tuesday, September 16 th	Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 19 th	Last day for adding courses that begin in the first term
Tuesday, September 30 th	Last day for paying first term fees without penalty
Tuesday, September 30 th	University Closed (National Day for Truth and Reconciliation)
Tuesday, October 7 th	Last day for 50% reduction of tuition fees for standard courses
Monday, October 13 th	University Closed (Thanksgiving Day)
Friday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
Tuesday, November 11 th	University Closed (Remembrance Day)
November 10 th - 12 th	Reading Break for all faculties
Wednesday, December 3 rd	Last day of classes in first term for all faculties
Wednesday, December 3 rd	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Saturday, December 6 th	First term examinations begin for all faculties
Saturday, December 20 th	First term examinations end for all faculties
December 25 th - 31 st	University Closed (Winter Break)

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