
Special Topics in Community Engagement: *Working in the Community*



2026-2027 PSYC 493 A01 (13847)

bright.uvic.ca/d2l/home/504830
teams.microsoft.com

DATES September 14th, 2026 – April 5th, 2027
MEETING TIME Mondays 1:00pm – 2:20pm
LOCATION [REDACTED]
FORMAT Face-to-face
with off-campus activities

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



TEACHING ASSISTANT Jessica Detta (she/her)
OFFICE HOURS Mondays & Thursdays
(see [Brightspace](#))



We acknowledge and respect the Ləkʷəŋən speaking peoples on whose traditional territory the university stands, and the Songhees, Xʷsepsəm/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

The objective of this community-engaged learning (CEL) seminar course is to expose undergraduate students to theories and methods related to community-engaged research, knowledge mobilization and program evaluation, while they work in partnership with a community-serving organization, a school, and/or a local community to address research questions and/or implement/evaluate programs that promote the wellness and resilience of children, youth and/or adults from diverse social, economic, and cultural backgrounds, across developmental and life transitions, and in evolving societal circumstances. Emphasis is placed on the application and mobilization of psychological knowledge that students have acquired over years in social psychology, lifespan psychology and/or mental health and well-being streams. Finally, students will develop professional skills that are essential to work in the community to serve various populations, such as children, youth, families and seniors, with the ultimate objective to further engage in the community as volunteer, staff or professional.

PREREQUISITES AND REGISTRATION

The pre-requisites for this course are 4th-year standing, PSYC300A and one of PSYC332, PSYC336, PSYC345A, PSYC366, PSYC375, PSYC385, PSYC386, PSYC387. Given the demand for this course, **students who are not registered to both Fall and Spring terms and do not attend each class until Friday, September 25th will be dropped from class registration and waitlist.** It is the student's responsibility to check their registration status. The last date for adding courses is *September 25, 2026*. The last date for withdrawing with 100% reduction of fees is *September 22, 2026*, and without penalty of failure is *February 28th, 2027*.

LEARNING GOALS

- Develop advanced understanding of the theories and principles relevant to community-engage research, knowledge mobilization, and program evaluation.
- Mobilize and critically apply relevant psychological knowledge from theories and empirical research in social psychology, lifespan psychology and mental health and well-being to support the development, implementation and evaluation of a project or program.
- Develop, acquire and mobilize knowledge from community and cultural sources that can enhance and complement current psychological knowledge.
- Develop professional, personal and social skills (e.g., cultural sensitivity) that are essential for working with community-serving organizations, schools, and local communities.
- Develop critical analysis skills to engage in personal and group reflections on community-engaged learning and for problem-solving situations.
- Develop strategies to (orally) present and promote a community project/program in an effective, stimulating and critically way.
- Develop written communication skills that are effective and adapted for the community.



*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 \(AC1300\)](#).*

COURSE POLICIES AND LEARNING ENVIRONMENT

- Class attendance and engaging in unpaid work for a minimum of 40 hours in the community is crucial and will be a factor in grading and course completion.
- A seminar course is by nature **conversation-based**, so you are thus expected to **read required readings to actively participate in class** and to **actively engage in group check-ins**.
- To protect everyone's privacy and ensure that everyone is comfortable with freely speaking during class discussions and check-ins, **class sessions are NOT recorded**, and **students commit to NOT record them in any way**. *Students registered with CAL who need assistance should reach the instructor for alternatives.*
- You are encouraged to establish a **distraction-free environment** (e.g., turn off phones, use computer for note taking only, etc.). You are also invited to avoid bringing food, scented products or anything that could generate allergic reactions in class and in community settings. *Some organizations may also have a specific dress code.*
- 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 that rights, dignity and well-being of everyone is respected (see [Respect for Diversity](#)).
- Before engaging with community organizations and the population that they serve, you will be required to complete and sign a **Memorandum of Understanding** that outlines your responsibilities while engaging in the community. You may also be required to complete additional organization-specific documents and obtain a Criminal Record Check to work with children or vulnerable population (see www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check).
- You are expected to familiarize yourself with the Department of Psychology's [Important Course Policy Information](#) (see below) and the [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. It is my 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 me know ways to improve the effectiveness of the course for you personally or for other students or student groups." FG

This class is a trans-inclusive space: Please indicate if you have a preferred name and pronoun that you would like to be used in the class. 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 your [Personal and Account Profile](#). 
- If you have questions or concerns about the course, send an **email to** [REDACTED]. The subject of your message should start with “PSYC493” (no space), and the message must be signed (i.e., name & student ID). You can expect a reply within two working days via an individual email or an email message to all Community-Engaged learners. See this quick video on email etiquette: www.youtube.com/watch?v=IC_b57-4eh0.
- Do NOT use BrightSpace or MS Teams to communicate with me. The use of BrightSpace or MS Teams to communicate with other students should be limited to course-related matters and to facilitate group activities for the course (see also [Online Student Conduct](#)).
- I am **available for consultation** (*specific Mondays & Thursdays – see BrightSpace for specific dates and time*), mainly in-person but sometimes on Zoom. 
- **If you cannot attend a class** due to illness, accident or family affliction, please notify me immediately via the BrightSpace survey “Absence in Class.”
- Communication rules specific to the organization that you will be working with will be specified in a Memorandum of Understanding.

TENTATIVE SCHEDULE

 The course is organized along a **community-engaged learning journey**, starting with *relevant skill building* (Sep. 14-Oct. 5), then *building relationship and engaging with community-serving organizations, school and/or local community* (Oct. 5-Mar. 14), and concluding with *celebration of community relationship and contributions* (Mar. 15-Apr. 9). The following schedule should be viewed as a **flexible guide**, and adjustments will much likely be necessary. While class-related activities are outlined below, the off-campus, community activities will depend on the community project. Therefore, you are invited to **fill in** the following schedule with the 40 hours (or more) of community project activities once they are known.

****Deadlines are at 12:00pm (noon) unless specified.**

Dates	In-Class Activities	Out-of-Class Activities	Community Activities
Monday Sep. 14	Introduction to Community-Engaged Learning / Research		
Sep. 15 – Sep. 20		Community-Engaged Learner Profile (due Sep. 18)	
Monday Sep. 21	Community Projects & Community Partners	Profiles of community organizations – Part 1 (due Sep. 21)	
Sep. 22 – Sep. 27		Résumé (due Sep. 25) CEL Readings (due Sep. 27)	
Monday Sep. 28	Community Projects & Community Partners Professional, Personal and Social Skills	Profiles of community organizations – Part 2 (due Sep. 28)	
Sep. 29 – Oct. 4	<i>National Day for Truth and Reconciliation</i>	Application to community organizations (due Oct. 1)	

Dates	In-Class Activities	Out-of-Class Activities	Community Activities
Monday Oct. 5	Knowledge Mobilization / Project Planning	Program Evaluation Readings (due Oct. 5)	Introductory (in-person or zoom) meeting with community partner
Oct. 6 – Oct. 11		MOU; Community Engagement Plan; and Building Trusting Relationships (due Oct. 11)	
Monday Oct. 12	Project Planning <i>and/or</i> Check-in	CEL Reflections (due Oct. 12)	
Oct. 13 – Oct. 18			
Monday Oct. 19	Chek-in / Reflections	CEL Reflections (due Oct. 19)	
Oct. 20 – Oct. 25			
Monday Oct. 26	Chek-in / Reflections	CEL Reflections (due Oct. 26)	
Oct. 27 – Nov. 1			
Monday Nov. 2	Chek-in / Reflections	CEL Reflections (due Nov. 2)	
Nov. 3 – Nov. 8			
Monday Nov. 9	<i>No Class – Reading Break</i>	CEL Reflections (due Nov. 9)	
Nov. 10 – Nov. 15			
Monday Nov. 16	Chek-in / Reflections	CEL Reflections (due Nov. 16)	
Nov. 17 – Nov. 22			
Monday Nov. 23	Chek-in / Reflections	CEL Reflections (due Nov. 23)	
Nov. 24 – Nov. 29			
Monday Nov. 30	Chek-in / Reflections	CEL Reflections (due Nov. 30)	
Dec. 1 – Dec. 6			
Monday Dec. 7	Chek-in / 2026 Reflections	CEL Reflections (due Dec. 7)	
Dec. 8 – Dec. 23	<i>Final Exam Period</i>	<i>Optional CEL Reflections (due Dec. 14 & Dec. 21)</i>	Inform the Community Partner about your Final Exam(s) <i>and/or</i> feel free to participate in December activities.
Dec. 24 – Jan. 5	<i>Winter Break</i>	<i>Optional CEL Reflections (due Dec. 28)</i>	Inform the Community Partner about your vacation <i>and/or</i> feel free to participate in end-of-year activities.
Jan. 6 – Jan. 10	<i>Final Exam Period</i>	<i>Optional CEL Reflections (due Jan. 4)</i>	Feel free to resume your community engagement
Monday Jan. 11	Program Evaluation	<i>Optional CEL Reflections (due Jan. 11)</i> Program Evaluation Readings (due Jan. 11)	
Jan. 12 – Jan. 17			
Monday Jan. 18	Chek-in / Reflections	CEL Reflections (due Jan. 18)	
Jan. 19 – Jan. 17			
Monday Jan. 25	Chek-in / Reflections	CEL Reflections (due Jan. 25)	
Jan. 26 – Jan. 31			

Dates	In-Class Activities	Out-of-Class Activities	Community Activities
Monday Feb. 1 Feb. 2 – Feb. 7	Chek-in / Reflections	CEL Reflections (due Feb. 1)	
Monday Feb. 8 Feb. 9 – Feb. 14	Chek-in / Reflections	CEL Reflections (due Feb. 8)	
Monday Feb. 15 Feb. 16 – Feb. 21	<i>No Class – Family Day</i> <i>Reading Break</i>	CEL Reflections (due Feb. 15)	Inform the Community Partner about any time off and/or feel free to continue your engagement.
Monday Feb. 22 Feb. 23 – Feb. 28	Chek-in / Reflections	CEL Reflections (due Feb. 22)	
Monday Mar. 1 Mar. 2 – Mar. 7	Chek-in / Reflections	CEL Reflections (due Mar. 1)	
Monday Mar. 8 Mar. 9 – Mar. 14	Chek-in / Reflections	CEL Reflections (due Mar. 8)	
Monday Mar. 15 Mar. 16 – Mar. 21	 Project (oral) presentations	Submit slides (due Mar. 14) CEL Reflections (due Mar. 15)	Wrap-up / next step (in-person or zoom) meeting with community partner
Monday Mar. 22 Mar. 23 – Mar. 28	 Project (oral) presentations	CEL Reflections (due Mar. 22)	
Monday Mar. 29 Mar. 30 – Apr. 4	<i>Mar. 26 – Good Friday</i> <i>No Class – Easter Monday</i>	CEL Reflections (due Mar. 29) Deliverables for the organization (due Apr. 4)	Inform the Community Partner about any time off and/or feel free to continue your engagement.
Monday Apr. 5 Apr. 6 – Apr. 7	Conclusion and Celebration	Promotional materials (due Apr. 5) Final project report (due Apr. 7) Program evaluation plan (due Apr. 9)	
Friday Apr. 9	Showcase the CEL experience (4:30pm to 7:30pm)		

EVALUATION AND GRADING POLICY

You will be graded on your performance/progress towards the following skill-building goals:

Evaluation	Date/Due Date* <i>*All deadlines are at 12:00pm.</i>	% of Grade
Skill/Goal #1 – Community-Engaged Learning (30%)		
<i>Class participation</i>	<i>Mondays (see schedule)</i>	<i>10%</i>
<i>Community-engaged learner (CEL) profile</i>	<i>Friday Sep. 18</i>	<i>1%</i>
<i>Profiles of community organizations</i>	<i>Mondays Sep. 21 & 28</i>	<i>2%</i>
<i>Community engagement plan</i>	<i>After completing the MOU</i>	<i>2%</i>
<i>Weekly CEL critical reflections*</i>	<i>Mondays Oct. 12 – Mar. 29 (see schedule)</i>	<i>15%</i>
Skill/Goal #2 – Professionalism & Ethic (20%)		
<i>Memorandum of understanding</i>	<i>Varies</i>	<i>2%</i>
<i>Building trusting relationships</i>	<i>Monday Oct. 11</i>	<i>3%</i>
<i>Assessment by community partner*</i>		<i>15%</i>
Skill/Goal #3 – Career Development (5%)		
<i>Résumé</i>	<i>Friday Sep. 25</i>	<i>2%</i>
<i>Applications (3) to community partners</i>	<i>Thursday Oct. 1st</i>	<i>3%</i>
Skill/Goal #4 – Knowledge Mobilization (35%)		
<i>(Group) Oral presentation of the project</i>	<i>March 14 (slides), then March 15 & 22</i>	<i>10%</i>
<i>Deliverables for the organization</i>	<i>Sunday April 4</i>	<i>10%</i>
<i>Project/program promotional material(s)</i>	<i>Monday April 5</i>	<i>5%</i>
<i>Final project/program report</i>	<i>Wednesday April 7</i>	<i>10%</i>
Skill/Goal #5 – Program Evaluation (10%)		
<i>Program evaluation plan</i>	<i>Friday April 9</i>	<i>10%</i>
		100%

The final letter grade in the course will be based on total percent score as shown below. 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. See [Grading section](#) below.



Important: Because community engagement is mandatory for this course, you must have worked at least 40 hours in the community (*as recorded by community partners and/or instructor*) and get a passing grade (50%) on both the weekly community-engaged learning (CEL) reflections and the community partner's assessment to be eligible to write a final project report. If you work less than 40 hours and do not get a passing grade, you will receive a failing grade (F) in the course regardless of your performance on the rest.

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) at least five (5) community-engaged learning (CEL) reflections in each of the Fall 2026 and Spring 2027 terms, for a total of ten (10) critical reflections;
- (2) the group oral presentation;
- (3) the final project/program report; and
- (4) a passing grade (<50%) on résumé and applications (see below).

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.

 **Community-Engaged Learning (30%):** Class participation provides the opportunity to ask questions and confirm understanding of community-engaged research, professional skills, knowledge mobilization and program evaluation. **Presence in class and active participation** (10%) are thus the key to a lively class and will both constitute an important part of the grade. Quality of class participation will be preferred to frequency. In addition, participation in the **weekly check-ins** will be essential to collectively reflect on your experience working with the organization and the population that they serve, and to further develop of your professional, personal and social skills. To foster self-knowledge, you will be invited to provide a self-evaluation of your class participation. ***If you cannot attend a class due to illness, you must notify me immediately (using the BrightSpace survey “Absence in Class”).***

You will also be asked to create a **community-engaged learner profile** (i.e., a brief self-presentation video) (1%) and create a **profile for each community-serving organization** involved in this course (2%). Finally, to foster ongoing community-engaged learning, you will be asked to develop a **community engagement plan** (2%) and then engage in **weekly community-engaged learning (CEL) critical reflections** (15%). Note that, because of the above assignments are due just before they are discussed in class, **no extension can be allowed**. However, to reduce the impact of missing CEL reflections, only the 5 highest marks in each of Fall 2026 and Spring 2027 terms will be used in the final grade. *Detailed instructions and grading criteria are available on BrightSpace.*

 **Professionalism and Ethic (14%):** By engaging with community-serving organizations, schools and/or local communities, you are required to adopt the professionalism and ethical conduct (incl. personal and social skills such as cultural sensitivity) that is expected by work-settings and the schools. Therefore, before working with the organization, you will be invited to complete and sign a **Memorandum of Understanding (MOU)** that outlines your responsibilities when engaging in the community (2%). You may also be required to sign additional organization-specific documents and/or obtain a Criminal Record Check to work with children or vulnerable population. You will also be asked to describe how you can **build and maintain trusting relationships** with the organization and the population that they serve, respecting confidentiality and organization's other policies (3%). Finally, the community partner will provide with an **assessment of your professionalism and ethical engagement** (as well as your general performance) during the year (15%). To foster self-knowledge, you will be invited to provide a self-evaluation of your community work. *Detailed instructions and grading criteria are available on BrightSpace.*

 **Career Development (5%):** The aim of this course is to prepare you to work in the community. Therefore, you will be asked to prepare a **resumé** (2%) and make three **applications** (i.e., cover letters) for three community organizations (or programs) that you are interested in working with (3%). Whereas everyone will be guaranteed a placement, the application process aims to mimic what you will need to do when you will apply for a job in the community. You will be asked to **rank the various programs in order of preference**, which will be used in combination with the quality of your application to assign a project/program. Late submissions to a maximum of 24h will be assigned a lower grade. ***If any of these two submissions is missing or has a failing grade (50% or less), you will not be able to engage with any organization and you will receive a failing grade (F) in the course.*** *Detailed instructions and grading criteria are available on BrightSpace.*

🗨️ **Knowledge Mobilization (35%):** Your abilities to apply, translate and mobilize the diverse psychological knowledge that you have previously acquired in social psychology, lifespan psychology and mental health and well-being will be assessed through the **deliverables and materials** that you will create for the organization (10%). In addition, you will be asked to create new **promotional materials** (e.g., flyers, posters, videos, etc.; independent from event promotion or other materials created during the year) for the project/program that you have worked on (5%). Finally, you will be asked to present the project/program in a **20-min. oral presentation** (10%) and in a **final project/program report** (15%). *The use of generative artificial intelligence (AI) may be permitted in some cases, so you should ask for guidance on this matter.* Detailed instructions and grading criteria are available on BrightSpace.

✍️ **Program Evaluation (10%):** To assess your understanding of theories and methods related to program evaluations, you will be asked to develop a detailed **plan for assessing the impact of the project/program** that you have work on during the year (10%). When possible, you might actually be contributing to the actual program evaluation during the year. *Detailed instructions and grading criteria are available on BrightSpace.*

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: <https://oac.uvic.ca/uvicearn/>.

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.*

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

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 www.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 Online Tools, 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.

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 academic 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 at <https://uvicombudsperson.ca/contact/>.

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](#).

As per the student academic integrity website:

“Academic integrity is built on honesty, respect, and fairness. Students, faculty, and staff at UVic are members of an intellectual community. As such, it’s expected that we’ll adhere to ethical values in all our learning, teaching, and research.”

This policy is in place to ensure that students’ work is being evaluated fairly and that students carry out and benefit from the learning activities assigned in each course.

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 or Content Generator.** The use of an Editor or Content Generator is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission without Prior Permission.** 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 Work, 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.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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

Instructors can take actions 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 university approved tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected academic integrity violations, instructors will follow prescribed procedures for alleged academic dishonesty. If academic dishonesty is likely, instructors can take steps consistent with the degree of the offence (*see the academic integrity section on [policy violations](#)*).

Rights of appeal are described in the Policy on Academic Integrity in the University calendar September 2026.

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

Other useful resources on plagiarism and cheating include:

1. The student academic integrity website: www.uvic.ca/students/academics/academic-integrity/
2. 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.

3. UVic Library resources: www.uvic.ca/library/research-learning/academic-integrity/
4. 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 as well as through our Participant Pool webpage at: www.uvic.ca/socialsciences/psychology/research/participants/.

Student Experience of Learning (SEL) Survey

Toward the end of term or year, students will have the opportunity to complete a confidential Student Experience of Learning (SEL) survey 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 (2026-2027)

See www.uvic.ca/calendar/dates/ for Winter term courses.

Add and drop dates for standard 2026-2027 Winter Session courses

(in red are the date that apply to a year-long course)

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 9	Dec 7	Sep 22	Sep 25	Oct 13	Oct 31
Second term	Jan 6	Apr 7	Jan 19	Jan 22	Feb 9	Feb 28

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Fall Session 2026

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 who do not attend their classes during the first two weeks (and do not inform the instructor of valid circumstances that prevent their attendance) may be dropped from both class registration and the waitlist.

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.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

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.

Student Experience of Learning (SEL) Survey

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential Student Experience of Learning (SEL) survey 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://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.

Disclaimer

The 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 have 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 adhere to the [Senate Policy on Academic Integrity](#).

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

As per the student academic integrity [website](#):

“Academic integrity is built on honesty, respect, and fairness. Students, faculty, and staff at UVic are members of an intellectual community. As such, it’s expected that we’ll adhere to ethical values in all our learning, teaching, and research.”

This policy is in place to ensure that students’ work is being evaluated fairly and that students carry out and benefit from the learning activities assigned in each course.

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 another person or a Content Generator. 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 or Content Generator.** The use of an Editor or Content Generator is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission without Prior Permission.** 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 Work, 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.** 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 can take actions 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 university approved tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected academic integrity violations, instructors will follow prescribed procedures for alleged academic dishonesty. If academic dishonesty is likely, instructors can take steps consistent with the degree of the offence (see the academic integrity section on [policy violations](#)).

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar September 2026.

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

Other useful resources on Plagiarism and Cheating include:

1. The student academic integrity website: <https://www.uvic.ca/students/academics/academic-integrity/>
2. 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.

3. UVic Library Resources: <https://www.uvic.ca/library/research-learning/citation-help/academic-integrity/index.php>
4. 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, Indigenous cultural or community obligations, 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 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.

Student Support Services

[UVic LEARN](#) is the student support portal for a full range of student academic and support services. Other resources for students include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Student Wellness Centre](#), [Indigenous Student Services](#), [Library](#), [Community Engaged Learning](#), [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 9 th	First term classes begin for all faculties
Tuesday, September 22 nd	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 25 th	Last day for adding courses that begin in the first term
Wednesday, September 30 th	Last day for paying first term fees without penalty
Wednesday, September 30 th	University Closed (National Day for Truth and Reconciliation)
Monday, October 12 th	University Closed (Thanksgiving Day)
Tuesday, October 13 th	Last day for 50% reduction of tuition fees for standard courses
Saturday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
November 9 th - 11 th	Reading Break for all faculties
Wednesday, November 11 th	University Closed (Remembrance Day)
Monday, December 7 th	Last day of classes in first term for all faculties
Monday, December 7 th	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Thursday, December 10 th	First term examinations begin for all faculties
Wednesday, December 23 rd	First term examinations end for all faculties
December 25 th - 31 st	University Closed (Winter Break)

Add and drop dates for standard 2026-2027 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 9	Dec 7	Sep 22	Sep 25	Oct 13	Oct 31
Second term	Jan 6	Apr 7	Jan 19	Jan 22	Feb 9	Feb 28

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:

Where: Office of Equity and Human Rights, Sedgewick Building, Room C133

Phone: 250 721 8021

Email: eqhr01@uvic.ca

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



BE WELL

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 <https://www.uvic.ca/accessible-learning/index.php>. 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/>