Department of Psychology

Special Topics in Community Engagement:
Flourishing Youth in Society

Fall 2025 PSYC 493 A01 (13004)
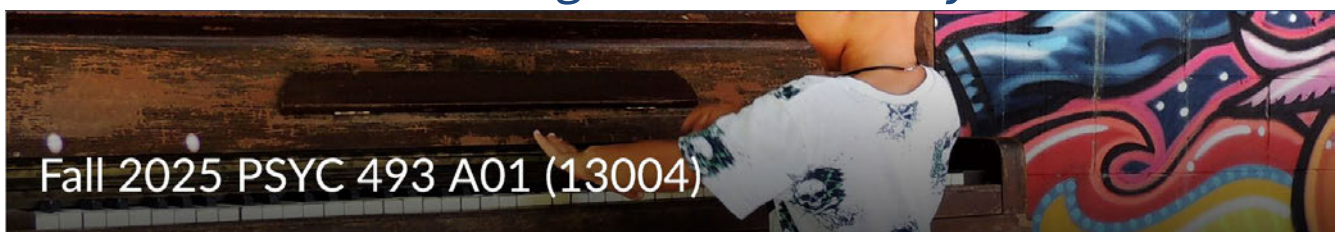
DATES	September 4th – December 1st, 2025
MEETING	Mondays & Thursdays
TIME	1:00pm – 2:20pm
LOCATION	▮
FORMAT	Face-to-face with off-campus activities

INSTRUCTOR	Frederick Grouzet *(he/him)*
E-MAIL	▮
TELEPHONE	▮
OFFICE ROOM	▮
OFFICE HOURS	*Mondays & Thursdays (see Brightspace)*

TEACHING ASSISTANT	Yen Yen Sammi Wong *(she/her)*

I acknowledge and respect the Lək̓ʷəŋən speaking peoples on whose traditional territory the university stands, and the Songhees, X̌ʷsepsəm/Esquimalt 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

The objective of this community-engaged learning (CEL) seminar course is to expose undergraduate students to theories and methods related to community-engage 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 questions and implement/evaluate programs that promote the well-being 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 psychology knowledge that students have acquired over years in social psychology, lifespan psychology and/or mental health and well-being. 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.

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 do not attend each class until Friday, September 19th (and do not provide prompt notification if valid circumstances prevent attendance) will be dropped from both class registration and waitlist**. It is the student's responsibility to check their registration status. The last date for adding courses is *September 19, 2025*. The last date for withdrawing with 100% reduction of fees is *September 16, 2025*, and without penalty of failure is *October 31st, 2025*.

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 psychology 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 complete psychology 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.

COURSE POLICIES AND LEARNING ENVIRONMENT

- Class attendance and engaging in unpaid work for a minimum of 30 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**.
- 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 dressing 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 and a **Waiver** to acknowledge the potential risks associated with some activities, so you can engage with community organizations. 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 https://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 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 fgrouzet@uvic.ca**. The subject of your message should start with "PSYC493", and the message must be signed (i.e., name & student ID). You can expect a reply within 2 working days via an individual email or an email message to all learners.
  See this quick video on email etiquette: www.youtube.com/watch?v=IC_b57-4eh0, or for a PDF version: www.mcgill.ca/tls/files/tls/make_your_emails_count.pdf.

- Do NOT use BrightSpace or MS Teams to communicate with 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. 4-29), then building relationship and engaging with community-serving organizations, school and/or local community (Oct. 2-Nov. 20), and concluding with celebration of community relationship and contributions (Nov. 24-Dec. 1).

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 30 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
Thursday **Sep. 4**	Course Introduction		
Friday Sep. 5			
Saturday Sep. 6		Community Learner Profile (due Sep. 8)	
Sunday Sep. 7			
Monday **Sep. 8**	Community Engage Learning / Research		
Tuesday Sep. 9		MOU & waiver (due Sep. 11) Ethic & Trust Relationship Readings (due Sep. 11)	
Wednesday Sep. 10			
Thursday **Sep. 11**	Professional, Personal and Social Skills		
Friday Sep. 12		Curriculum Vitae (due Sep. 12)	
Saturday Sep. 13			
Sunday Sep. 14			

Dates	In-Class Activities	Out-of-Class Activities	Community Activities
Monday **Sep. 15**	Community Projects Community Partners	Profiles of community organizations (due Sep. 15)	
Tuesday Sep. 16		Building trust relationship (due Sep. 18)	
Wednesday Sep. 17			
Thursday **Sep. 18**	Community Projects Community Partners		
Friday Sep. 19		Application to community project(s) (due Sep. 19) Knowledge Mobilization Readings (due Sep. 22)	
Saturday Sep. 20			
Sunday Sep. 21			
Monday **Sep. 22**	Project Planning / Knowledge Mobilization		Introductory (in-person or zoom) meeting with community partner
Tuesday Sep. 23		Program Evaluation Readings (due Sep. 25)	
Wednesday Sep. 24			
Thursday **Sep. 25**	Project Planning / Program Evaluation		
Friday Sep. 26		Community Engagement Plan (due Sep. 29)	
Saturday Sep. 27			
Sunday Sep. 28			
Monday **Sep. 29**	Project Planning *and/or* Check-in		
Tuesday Sep. 30		*On-demand check-in*	
Wednesday Oct. 1			
Thursday **Oct. 2**	*Off-campus activities*		
Friday Oct. 3		*Community Learning Reflections* (due Oct. 6)	
Saturday Oct. 4			
Sunday Oct. 5			
Monday **Oct. 6**	Check-in / Reflections		
Tuesday Oct. 7		*On-demand check-in*	
Wednesday Oct. 8			
Thursday **Oct. 9**	*Off-campus activities*		
Friday Oct. 10		*Community Learning Reflections* (due Oct. 14)	
Saturday Oct. 11			
Sunday Oct. 12			
Monday **Oct. 13**	*No Class – Thanksgiving*		
Tuesday Oct. 14			
Wednesday Oct. 15			
Thursday **Oct. 16**	*Off-campus activities*	*On-demand check-in*	
Friday Oct. 17		*Community Learning Reflections* (due Oct. 20)	
Saturday Oct. 18			
Sunday Oct. 19			
Monday **Oct. 20**	Chek-in / Reflections		
Tuesday Oct. 21		*On-demand check-in*	
Wednesday Oct. 22			
Thursday **Oct. 23**	*Off-campus activities*		
Friday Oct. 24		*Community Learning Reflections* (due Oct. 27)	
Saturday Oct. 25			
Sunday Oct. 26			
Monday **Oct. 27**	Chek-in / Reflections *or* Off-campus activities		

Dates	In-Class Activities	Out-of-Class Activities	Community Activities
Tuesday Oct. 28			
Wednesday Oct. 29			
Thursday **Oct. 30**	*Off-campus activities*	*On-demand check-in*	
Friday Oct. 31			
Saturday Nov. 1			
Sunday Nov. 2		Community Learning Reflections (due Nov. 3)	
Monday **Nov. 3**	Check-in / Reflections		
Tuesday Nov. 4			
Wednesday Nov. 5			
Thursday **Nov. 6**	*Off-campus activities*	*On-demand check-in*	
Friday Nov. 7			
Saturday Nov. 8			
Sunday Nov. 9		Community Learning Reflections (due Nov. 10)	
Monday **Nov. 10**	*No Class – Reading Break*		
Tuesday Nov. 11			
Wednesday Nov. 12			
Thursday **Nov. 13**	*Off-campus activities*	*On-demand check-in*	
Friday Nov. 14			
Saturday Nov. 15			
Sunday Nov. 16		Community Learning Reflections (due Nov. 17)	
Monday **Nov. 17**	Check-in / Reflections Promotional materials		
Tuesday Nov. 18			
Wednesday Nov. 19			
Thursday **Nov. 20**	*Off-campus activities*	*On-demand check-in*	
Friday Nov. 21			
Saturday Nov. 22			
Sunday Nov. 23		Submit slides (due Nov. 23) Community Learning Reflections (due Nov. 24)	
Monday **Nov. 24**	🔁 Project (oral) presentations		Wrap-up / next step (in-person or zoom) meeting with community partner
Tuesday Nov. 25			
Wednesday Nov. 26			
Thursday **Nov. 27**	🔁 Project (oral) presentations		
Friday Nov. 28		Deliverables and materials created for the organization (due Nov. 28)	
Saturday Nov. 29			
Sunday Nov. 30			
Monday **Dec. 1**	(Project presentations) Conclusion	Promotional materials (due Dec. 1)	
Tuesday Dec. 2		Final project report (due Dec. 5)	
Wednesday Dec. 3			
Thursday Dec. 4		Program evaluation plan (due Dec. 5)	
Friday Dec. 5			

EVALUATION AND GRADING POLICY

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

Evaluation	Date/Due Date	% of Grade
Skill/Goal #1 – Community-Engaged Learning (30%)		
Class participation (incl. Mondays' check-ins)	*Mondays and Thursdays (see schedule)*	10%
Community-engaged learner profile	*Monday (Sep. 8) @12:00pm*	1%
Profiles of community organizations	*Monday (Sep. 15) @12:00pm*	2%
Community engagement plan	*Monday (Sep. 29) @12:00pm*	2%
*Weekly community learning reflections**	*Mondays Oct. 6 – Nov. 24 (see schedule)*	15%
Skill/Goal #2 – Professionalism & Ethic (20%)		
Memorandum of understanding / Waiver	*Thursday (Sep. 11) @12:00pm*	2%
Building trust relationship	*Thursday (Sep. 18) @12:00pm*	3%
*Assessment by community partner**		15%
Skill/Goal #3 – Career Development (5%)		
Curriculum vitae	*Friday (Sep. 12) @ 12:00pm*	2%
Application to community projects	*Friday (Sep. 19) @12:00pm*	3%
Skill/Goal #4 – Knowledge Mobilization (35%)		
Oral presentation of the project	*November 24-27*	10%
Materials created for the organization	*November 28 @12:00pm*	5%
Project/program promotional material(s)	*Monday (Dec. 1) @12:00pm*	5%
Final project/program report	*Friday (Dec. 5) @12:00pm*	15%
Skill/Goal #5 – Program Evaluation (10%)		
Program evaluation plan	*Friday (Dec. 5) @12:00pm*	10%
		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 30 hours in the community *(as recorded by community partner and/or instructor)* and get a passing grade (50%) on both the weekly community-engaged learning reflections and the community partner's assessment to be eligible to write a final project report. If you work less than 30 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 reflections;
(2) the oral presentation; and
(3) the final project/program report.

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, knowledge mobilization and program evaluation. Presence in class and active participation are thus the key to a lively class and will both constitute an important part of the grade (10%). 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. *If you cannot attend a class due to illness, you must notify me immediately (using the BrighSpace survey "Absence in Class").*

You will also be asked to complete a community-engaged learner profile (incl. a self-presentation video and a short bio) (1%), and create a profile for each community-serving organization that you may engage with (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) reflections (15%).

Note that, because of the above assignments are due just before they are discussed in class, no extension (no matter the reason) can be allowed. However, to reduce the impact of missing CEL reflections, only the 5 highest marks will be used to calculate the final grade. *Detailed instructions and grading criteria are available on BrightSpace.*

🏆 **Professionalism and Ethic (14%):** By engaging and collaborating with community-serving organizations, schools and local communities, you will be required to adopt the professionalism and ethical conduct (that often requires 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 while engaging in the community and a **Waiver** to acknowledge the potential risks associated with some activities (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 trust relationship** 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 term (15%). *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 **curriculum vitae** (2%) and make an **application** (incl. cover letter) for the community projects that you are interested in working on (3%). While everyone will be guaranteed a placement to one of the partner organizations, 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 projects/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 psychology knowledge that you have acquired will be assessed through the **deliverables and materials** that you will create for the organization (5%). In addition, you will be asked to create **promotional materials** for the project/program that you have worked on (5%). These promotional materials could have various formats, such as flyers, posters, videos, etc. 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%). *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 plan for assessing the impact of the project/program that have work on during the term (10%). *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: oac.uvic.ca/LearnAnywhere/.
Services include: Centre for Academic Communication, Math & Stats Assistance Centre, Counselling Services, Health Services, Library, Ombudsperson, and Computer Help Desk

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

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

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

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

DEPARTMENT OF PSYCHOLOGY'S IMPORTANT COURSE POLICY INFORMATION

Accessible Learning

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

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

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

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

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

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

Attendance and Absences

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

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

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

Children and Pets

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

Prerequisites

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

Program Requirements

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

Registration Status

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

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

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**.
A	8	85 – 89	
A-	7	80 – 84	*Normally achieved by a minority of students.*
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.
B	5	73 – 76	
B-	4	70 – 72	A B+ represents a **more complex understanding and/or application** of the course material.
C+	3	65 – 69	A C+ or C is earned by work that indicates an **adequate comprehension** of the course material and the **skills needed** to work with the course material and that indicates the student has **met the basic requirements** for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates **minimal command** of the course materials and/or **minimal participation** in class activities that is worthy of course credit toward the degree.
F	0	<50	F is earned by work, which after the completion of course requirements, is **inadequate** and unworthy of course credit towards the degree.

Ombudsperson and Academic Concerns

From the course calendar…

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

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

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

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

- **Request an in-course extension**
  If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "**In-Course Extension Form**" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.
- **What to do if you require additional time to complete course requirements**
  Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

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

Other useful resources on plagiarism and cheating include:

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

Research Participation Opportunities with the Department of Psychology

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

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

Student Experience of Learning (SEL) Survey

Toward the end of term, students will have the opportunity to complete a confidential Student Experience of Learning (SEL) 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 (Fall 2025)

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

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/