PSYC-385 – Spring 2024 – CRN: 22850
Motivation, Emotion and Well-Being

Dates:	January 8th – April 5th, 2024	**Instructor:**	Frederick Grouzet, Ph.D.
Format:	Face-to-face	**Office hours:**	Specific TWFs (*see on BrightSpace*)
Meeting	Tuesday, Wednesday, & Friday	**Tel.:**	250.721.7537
Time:	11:30 a.m. – 12:20 p.m.	**E-mail:**	PSYC385instructor@uvic.ca
Location:	Clearihue A127	**Websites:**	bright.uvic.ca/d2l/home/302185

I acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

COURSE DESCRIPTION

This course aims to provide a current perspective on how researchers study, explain and predict human motivation, emotion and well-being. The focus is mainly on contemporary theoretical, conceptual, and empirical issues regarding the psychological forces that activate, organize, and direct human behaviours, with a particular emphasis on humanistic, cognitive, and social perspectives. The role of motivation and emotion for individuals' well-being and mental health is also examined. While basic principles in motivation and emotion are identified, human diversity of backgrounds and perspectives is acknowledged in both the content and format of the course and evaluations.

PREREQUISITES AND REGISTRATION

The pre-requisites for this course are PSYC201, and PSYC231 or PSYC260. Given the demand for this course, **students who do not attend each class of the first two weeks** (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 *January 24, 2024*. The last date for withdrawing with 100% reduction of fees is *January 21, 2024*, and without penalty of failure is *February 29th, 2024*.** *(See also below.)*

COURSE POLICIES AND LEARNING ENVIRONMENT

- The **class sessions are conversation-based**, so they are NOT lectures or summaries of readings and course materials; they are syntheses and discussions of current state of knowledge, including recent research findings and various applied illustrations to enhance comprehension of theories and concepts. Students are thus encouraged to **read required readings** and then **actively participate in class and group discussions**.
- To protect everyone's privacy and ensure that everyone is comfortable with freely speaking during class discussions, **class sessions are NOT recorded** and **students commit to NOT record them in any way**.
- **Learning groups** of up to eight students will be formed in order to engage in class sessions as a group and create a collaborative and supportive learning environment. These learning groups will also provide a source of support for students who will miss a class session. *See below policy about attendance and absences.*
- The course is offered **face-to-face**. Students are strongly encouraged to establish a **distraction-free environment** (e.g., turning off cell phones, using computer for note taking only, etc.) during class sessions. In addition, students are invited to avoid bringing to class food, scented products or anything that could generate allergic reactions (consult with the instructor for better guidance).
- Students are expected to **respect the diversity of perspectives** that all students can bring to the class because of their cultural background, personal experience and values, to the extent that rights, dignity and wellbeing of everyone is respected *(see Respect for Diversity and below)*. Students' rights for privacy and confidentiality should also be respected.
- Students are expected to familiarize themselves with the Department of Psychology's Important Course Policy Information *(see below)* and Standards for Professional Behaviour for students in Tri-Faculty courses.

DISCLAIMER

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

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

COMMUNICATION

- Announcements about the course are mainly done by **emails**. You should thus regularly check your preferred email account to get the most up-to-date information. It is the student's responsibility to ensure that their current email address is on [Personal and Account Profile](#).
- If you have questions or concerns about the course, you should contact the instructor by sending an **email to PSYC385instructor@uvic.ca**. The subject of your message should be informative and the message must be signed (i.e., name and student ID). Questions will be answered within two working days; if the response can benefit and apply to all students, an email message to all students will be sent out as a response to your email. *(ps: If you do not receive an automatic reply acknowledging the reception of the email, you need to resend it.)*
- Do NOT use BrightSpace to communicate with the instructor and teaching assistant(s). The use of BrightSpace to communicate with other students should be limited to course-related matters *(see [Online Student Conduct](#))*.
- The instructor is **available for consultation** in-person and on Zoom during weekdays (specific Tuesdays, Wednesdays & Fridays – *see BrigthSpace for specific dates and time*).
- Students who cannot attend a class due to illness, accident or family affliction need to notify the instructor and teaching assistant immediately via a BrightSpace survey.

LEARNING GOALS

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

REQUIRED READINGS AND COURSE MATERIAL

- [*Understanding Motivation and Emotion (7th edition)* by J. Reeve (2018, Wiley)](#). (Previous editions are <u>not</u> allowed.)
- Journal articles and book chapters posted on BrightSpace.
- Supporting documents (posted on BrightSpace) that aim to guide reading, synthesis of the knowledge from readings, and online discussions.

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

EVALUATION AND GRADING POLICY

Students will be graded based on their choice of an assessment path. While students are encouraged to select the path as early as possible in the term, they can transfer from one path to another pending the completion of required works identified with an * on Paths A and B *(see "Key dates/deadlines" below)* but a final decision must be made **no later than Thursday February 8th**. In absence of decision, Path C will be automatically assigned.

Path A	Path B	Path C
Weekly Engagement	*Project-Focused Engagement*	*Limited-Time Engagement*
For learners who like regular learning experience and can afford to study every week to enhance their under-standing of the material.	*For learners who like learning through projects to enhance their understanding of the material, while working more certain weeks than others.*	*For learners who, for various reasons, cannot study every week, contribute to class discussions, and/or engage into projects over the term.*

Learning Engagement:
  Basic involvement **(5%)**
  Class contributions **(10%)**
 	
Learning Activities [LA]
  Best 6 LAs out of 9 **(6 x 10%)**
 	
Learning Project [LP]: **(25%)**
  Goal and Plan (0%)
  Step 1 (3%)
  Step 2 (7%)
  Final submission (15%)
 	
+ Bonus credits (2%)
	Learning Engagement:
	  Basic involvement **(5%)**
	  Class contributions **(10%)**
	
	Learning Projects [LP] *(incl. Steps 1 & 2)*:
	  Part 1 – Needs **(25%)**
	  Part 2 – Cognitions **(25%)**
	  Part 3 – Emotion/Well-Being **(25%)**
	  Best project **(10%)**
	
	+ Bonus credits (2%)
		Learning Engagement:
		  Basic involvement **(5%)**
		
		Learning Activities [LA] **(3 x 15%)**
		
		Interviews (written + oral):
		  Part 1 – Needs **(15%)**
		  Part 2 – Cognitions **(15%)**
		  Part 3 – Emotion/Well-Being **(15%)**
		  Best interview **(5%)**

Assessment approach: Formative approach where adjust-ments can be made through the pro-ject' Steps 1 and 2 *(see below)* before final submission and final grade is based only on the 6 best activities.	Assessment approach: Formative approach where adjustments can be made through the projects' Steps 1 and 2 *(see below)* before final submissions and higher weight (i.e., 35%) on the best project.	Assessment approach: Mainly summative approach where grades are based on limited opport-unities to show understanding of materials, but with higher weight (i.e., 20%) on the best interview.

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

Key dates/deadlines:	Key dates/deadlines:	Key dates/deadlines:

Monday Jan 22 – LA #1*
Monday Jan 29 – LA #2*
Monday Feb 5 – LA #3
Friday Feb 9 – LP Goal and Plan
 	
Monday Feb 12 – LA #4
Monday Feb 26 – LA #5
Monday Mar 4 – LA #6
Friday Mar 8 – LP Step 1
Monday Mar 11 – LA #7
Monday Mar 18 – LA #8
Friday Mar 22 – LP Step 2
Monday Mar 25 – LA #9
Monday Apr 8 – LP Final
	Monday Jan 15 – LP1 Goal and Plan*
	Friday Jan 26 – LP1 Step 1*
	Friday Feb 2 – LP1 Step 2
	Friday Feb 9 – LP1 Final
	
	Monday Feb 12 – LP2 Goal and Plan
	Friday Feb 16 – LP2 Step 1
	Friday Mar 1 – LP2 Step 2
	Friday Mar 8 – LP2 Final
	
	Monday Mar 11 – LP3 Goal and Plan
	Friday Mar 22 – LP3 Step 1
	Thursday Mar 28 – LP3 Step 2
	Monday Apr 8 – LP3 Final
		One of …
		  …Monday Jan 22 – LA #1,
		  …Monday Jan 29 – LA #2, *or*
		  …Monday Feb 5 – LA #3
		Friday Feb 9 – Interview 1
		One of …
		  …Monday Feb 12 – LA #4,
		  …Monday Feb 26 – LA #5, *or*
		  …Monday Mar 4 – LA #6
		Friday Mar 8 – Interview 2
		One of …
		  …Monday Mar 11 – LA #7,
		  …Monday Mar 18 – LA #8, *or*
		  …Monday Mar 25 – LA #9
		Friday Apr 5 – Interview 3

Course Completion Requirements:
  At least one of LAs #1-3, one of LAs #4-6, and one of LAs #7-9;
+ Step 1, Step 2 and final submission for the project.
	Course Completion Requirements:
	  Step 1, Step 2 and final submission for all three projects.
		Course Completion Requirements:
		  At least one of LAs #1-3, one of LAs #4-6, and one of LAs #7-9;
		+ All three interviews.

Learning Engagement: Students' learning engagement will be assessed through the completion on BrightSpace of a self-presentation video, a motivational profile, and various surveys, and the completion of the Integrity Matters module and the Integrity in Practice module (Basic Involvement for all paths). Class Contributions *(Paths A and B)* include contributions to the class/group discussions and various involvement in activities fostering everyone's learning experience. Students who cannot attend a class due to illness, accident or family affliction need to notify the instructor immediately via a BrightSpace survey. *Detailed grading criteria are available on BrightSpace.*

Learning Activities [LA]: Students will be offered 9 learning activities (3 for each course part) to summarize what was learned in the readings, tie up loose ends, and think about issues that go beyond the text. After engaging with the course material, students are invited to (1) partake in various activities such as observations, online searches, casual interviews, video watching, etc., and then (2) answer discussion questions in a limited number of words. All LAs should be **completed individually without the use of Artificial Intelligence**, and submitted by the end of **Mondays** *(see schedule above and below)*. ***No extension can be allowed for any reason.*** However, in order to accommodate students who cannot submit a LA on time because of illness, accident, technical difficulties, or other life challenges, and to allow students who choose Path A to make errors without losing points, **only the six highest marks (out of 9) will be use to assign a grade (10% each)**. Students who choose Path C only need to complete one LA for each course part (out of 3); if they complete more than one LA, only the **highest mark will be use to assign a grade (15%)**. *Detailed instructions and grading criteria are available on BrightSpace.*

Learning Projects [LP]: Students can show their understanding and abilities to apply the course material through one major (Path A) or three part-specific (Path B) multi-step learning projects that apply and synthesize the concepts covered in Part 1 (Needs), Part 2 (Cognitions), and Part 3 (Emotions/Well-being).

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

(1) a review paper that could be either a literature review of empirical research from peer-reviewed journal articles or a summary of knowledge for a specific audience (e.g., parents) – while options of target questions and topics are proposed, students can propose a different one;

(2) a visual artwork (i.e., 2D/3D non-digital artwork such as painting, drawing, collage, mixed-media, sculpture, beading, rock painting, etc.);

(3) an art performance (e.g., song, poem, dance, puppet show) recorded on video;

(4) a fiction analysis (i.e., analysis of 3-5 movies, mini-series, or TV series);

(5) a board game;

(6) a (video or audio) documentary; or

(7) an intervention that could be either indirect/passive (i.e., informational, such as an infographic, a flyer, or videos) or direct/active (i.e., change a behaviour or a mindset, such as videos, workshop, or tasks).

All projects must be completed individually, excepting for Path B students who can make one or two learning projects such as a board game, a documentary and an intervention in groups of 2-3 students (groups will be formed by the instructor); the third Learning Project must be completed individually.

In order to assist students with the completion of the learning project(s), students will be invited to complete intermediate steps specific to the type of project they have selected *(see project guideline on BrightSpace)*:

(1) Students will first **select a type of project** by indicating on BrightSpace their **goal and plan for the project** (for feedback and approval) no later than Monday January 15 (for Part 1 project – Path B), Friday February 9 (for Path A's learning project), Monday February 12 (for Part 2 project – Path B), and Monday March 11 (for Part 3 project – Path B). *Extensions can be accepted with proper justification and approval by the instructor until the due date for Step 1, but students may not receive detailed feedback. Failure to complete a goal-and-plan may result in a grade of "N" unless minimal requirements for Path C can be completed (see "Course Completion Requirements" below).*

(2) The **Step 1 activities** (**3% each**) aim to gather the knowledge and various elements that will be necessary for the project and need to be completed by Friday January 26 (for Part 1 project – Path B), Friday February 16 (for Part 2 project – Path B), Friday March 8 (for Path A's learning project), and Friday March 22 (for Part 3 project – Path B). *Extensions up to 72h can be accepted with proper justification and approval by the instructor, then a deduction of 1% per 24h (or part of) will apply.*

(3) The **Step 2 activities** (**7% each**) aim to prepare a draft (or close enough) of the final project and need to be completed by Friday February 2 (for Part 1 project – <u>Path B</u>), Friday March 1 (for Part 2 project – <u>Path B</u>), Friday March 22 (for <u>Path A</u>'s learning project), and Thursday March 28 (for Part 3 project – <u>Path B</u>). *Extensions up to 72h can be accepted with proper justification and approval by the instructor, then a deduction of 1% per 24h (or part of) will apply.*

(4) The **final project(s)** (**15% each**) need to be submitted by Friday February 9 (for Part 1 project – <u>Path B</u>), Friday March 8 (for Part 2 project – <u>Path B</u>), and Monday April 8 (for <u>Path A</u>'s learning project and for Part 3 project – <u>Path B</u>). *Extensions up to 72h can be accepted with proper justification and approval by the instructor, then a deduction of 1% per 24h (or part of) will apply.*

For students who choose <u>Path B</u>, the project with the highest grade (combining Step 1, Step 2 and final submission) will be associated with a higher weight (i.e., 35% rather than 25%) in order to reduce the impact of lower grades on the other two projects. *Detailed instructions and grading criteria are available on BrightSpace.*

Important: The use of a generative artificial intelligence (AI) is strictly prohibited in any submitted work.

<u>Note</u>. In absence of approved goal-and-plan, Step 1 and Step 2, if a project significantly deviates from the proposed goal-and-plan, or if it does not meet the essential criteria for the type of project, the learning project may not be considered as "completed" and not evaluated, resulting in a zero for the project.

Interviews: Students who choose <u>Path C</u> will have the opportunity to show their understanding and abilities to apply the course material by answering a series of questions that cover a part of the course. The Interviews are NOT exams where there is only one correct answer; there will be multiple ways to respond and elaborate to show levels of understanding and abilities to apply concepts. Each Interview has two components:

(1) Students will first need to prepare on their own (without the help of anybody nor artificial intelligence) written responses to long-answer questions and submit them on BrightSpace anytime from 7:00 am to 1:30 pm on the Interview day (i.e., Fridays February 9, March 8 and April 5). [Estimated time: 30 min.]

(2) Then, they will have the opportunity to expand their responses and answer additional follow-up questions during a 20-minute oral in-person interview that will be scheduled in advance for the earliest available time from 1:30 pm on the Interview date to the following Monday (i.e., Feb. 12, March 11, and April 8).

In case of illness, accident, or family affliction on the day of Interview, the student must inform the instructor as soon as possible in order to re-schedule the Interview on the next available working day.

The Interview with the highest grade (combining written and oral components) will be associated with a higher weight (i.e., 20% rather than 15%) in order to reduce the impact of lower grades on other Interviews. *Detailed instructions and grading criteria are available on BrightSpace.*

Course Completion Requirements: Students who have completed as instructed the following elements will be considered to have completed the course: (1) at least one of learning activities #1-3, one of learning activities #4-6, and one of learning activities #7-9 (for <u>Paths A and C</u>); (2) Step 1, Step 2 and final submission for a major project (<u>Path A</u>) or for all three part-specific projects (<u>Path B</u>); and (3) all interviews (<u>Path C</u>). Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. An "N" is a failing grade and factors into GPA as a value of 0. In accordance with the University's policy on academic concessions, *"[a] student who completes all course requirements is not eligible for an academic concession."* Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Bonus credits (2%): Students who choose <u>Paths A or B</u> can gain bonus credits by reviewing either (1) ongoing research as participant in studies conducted in the [Department of Psychology](#) for the equivalent of 4 hours of participation or 4 SONA credits, which will be translated into 2% (if a complete report is submitted), or (2) published works on a specific topic. *[Important: It is unethical to coerce someone to participate in a study, so selecting Option #1 should be voluntary.]* You are also encouraged to [participate in research studies](#) that are offered on SONA as well as other studies that might be advertised on social media, posters on notice boards, etc..

CLASS SCHEDULE

The following schedule should be viewed as a flexible guide and adjustments will likely be necessary. Required readings and specific references are available on class outlines *(see Course Website)*.

Dates	Content	Submissions	
INTRODUCTION			
Tuesday Jan. 9 Wednesday Jan. 10	• Practical information, class community • Learning through discussions and projects		
Friday Jan. 12	• Definitions and basic principles • Needs, cognitions, and emotions	Motivational profile (Friday @5PM) Self-presentation video (Friday @5PM)	
PART 1 – NEEDS			
Jan. 16-19	• Intrinsic vs. extrinsic motivation • Need for autonomy, internalization, and integration		Project #1's Goal/Plan* (Monday Jan. 15)
Jan. 23-26	• Support of autonomy • Reasons for supporting (or not) autonomy	Learning Activity #1* (Monday Jan. 22)	Project #1's Step 1* (Friday Jan. 26)
Tuesday Jan. 30 Wednesday Jan. 31	• Needs for competence vs. achievement	Learning Activity #2* (Monday Jan. 29)	
Friday Feb. 2 Tuesday Feb. 6	• Needs for relatedness vs. affiliation/intimacy	Learning Activity #3 (Monday Feb. 5)	Project #1's Step 2 (Friday Feb. 2)
Wednesday Feb. 7 Friday Feb. 9	***** Feb 8: LAST CHANCE TO CHANGE PATH ***** • Synthesis / integrating concepts • Transitioning to Part 2 (Cognitions)	Path A: *Learning Project's Goal and Plan* Path B: *Learning Project #1* Path C: *Interview #1*	
PART 2 – COGNITIONS			
Feb. 13-16	• Personal control beliefs • Growth/fixed mindset	Learning Activity #4 (Monday Feb. 12)	Project #2's Goal/Plan (Monday Feb. 12) Project #2's Step 1 (Friday Feb. 16)
Feb. 19-23	Reading Break		
Tuesday Feb. 27 Wednesday Feb. 28	• Short-term goal setting • Life goals and valuing processes	Learning Activity #5 (Monday Feb. 26)	
Friday Mar. 1 Tuesday Mar. 5	• Goal striving and self-regulation	Learning Activity #6 (Monday Mar. 4)	Project #2's Step 2 (Friday Mar. 1)
Wednesday Mar. 6 Friday Mar. 8	• Synthesis / integrating concepts • Transitioning to Part 3 (Emotions/WB)	Path A: *Learning Project's Step 1* Path B: *Learning Project #2* Path C: *Interview #2*	
PART 3 – EMOTIONS AND WELL-BEING			
Mar. 12-15	• Nature of emotion, basic vs. secondary emotions • Social and cultural aspects	Learning Activity #7 (Monday Mar. 11)	Project #3's Goal/Plan (Monday Mar. 11)
Mar. 19-22	• Cognitive aspects • Self-conscious and complex emotions • Emotion regulation	Learning Activity #8 (Monday Mar. 18)	Project #3's Step 1 (Friday Mar. 22)
		Path A: *Project's Step 2* (Friday Mar. 22)	
Tuesday Mar. 26 Wednesday Mar. 27	• Hedonic and eudaimonic views of well-being • Self-actualization and actualizing	Learning Activity #9 (Monday Mar. 25)	Project #3's Step 2 (Thursday Mar. 28)
March 29 – April 1	Good Friday and Easter Monday		
Apr. 2-5	• Synthesis / integrating concepts and conclusion	Path A: *Learning Project* (Monday Apr. 8) Path B: *Learning Project #3* (Monday Apr. 8) Path C: *Interview #3* (Friday Apr. 5)	
Monday Apr. 8	• *No class*		

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. Students are thus invited to take care of themselves and do their best to maintain a healthy lifestyle by eating well, exercising, getting enough sleep and taking some time to relax. Students are also encouraged to get all the support that it is offered to them, in the context of this course (i.e., instructor and learning groups) 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/LearnAnywhere/.

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

University Health Services provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives: https://www.uvic.ca/student-wellness/wellness-resources/physical-health/.

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

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

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

Social Life, Friends, and Community at UVic: Having a supportive social network is an extremely important foundation for positive mental health. There are many benefits to joining clubs, course unions, intramurals and teams on campus: https://www.uvic.ca/student-wellness/wellness-resources/mental-health/#ipn-relationships.

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 C119 (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 (CAL) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with your instructor. 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

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.

Attendance and Absences

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

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

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

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.

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.

Program Requirements

- For more information see the UVic Calendar.

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**. *Normally achieved by a minority of students.*
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a **good comprehension** of the course material, a **good command of the skills** needed to work with the course material, and the student's **full engagement** with the course requirements and activities. A B+ represents a **more complex understanding and/or application** of the course material.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an **adequate comprehension** of the course material and the **skills needed** to work with the course material and that indicates the student has **met the basic requirements** for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates **minimal command** of the course materials and/or **minimal participation** in class activities that is worthy of course credit toward the degree.
F	0	<50	F is earned by work, which after the completion of course requirements, is **inadequate** and unworthy of course credit towards the degree.

Ombudsperson and Academic Concerns

From the course calendar…

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

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (https://uvicombudsperson.ca). Current contact information for the office can be found here https://uvicombudsperson.ca/contact/.

Request for Academic Concessions:

Students can apply for academic concessions if their course requirements are affected by (1) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (2) 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.

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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 Fall 2023.

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: http://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/.

Course Experience Survey (CES)

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

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

Academic Important Dates (Fall 2023)

Monday, January 1st	University Closed (Winter Break)
Monday, January 8th	Second term classes begin for all faculties
Sunday, January 21st	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 24th	Last day for adding courses that begin in the second term
Wednesday, January 31st	Last day for paying second term fees without penalty
Sunday, February 11th	Last day for 50% reduction of tuition fees for standard courses
Monday, February 19th	University Closed (Family Day)
February 19th – 23rd	Reading Break for all faculties
Thursday, February 29th	Last day for withdrawing from second term courses without penalty of failure
Friday, March 29th	University Closed (Good Friday)
Monday, April 1st	University Closed (Easter Monday)
Monday, April 8th	Last day of classes for all faculties
Thursday, April 11th	Second term examinations begin for all faculties
Friday, April 26th	Second term examinations end for all faculties

Add and drop dates for standard 2023-2024 Winter Session courses Term

	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 8	Apr 8	Jan 21	Jan 24	Feb 11	Feb 29