



## PSYC-385 – Fall 2024 – CRN: 12940 Motivation, Emotion and Well-Being

<b>Dates:</b>	September 4 <sup>th</sup> – December 4 <sup>th</sup> , 2024	<b>Instructor:</b>	Frederick Grouzet, Ph.D.
<b>Format:</b>	Face-to-face	<b>Office hours:</b>	Specific TWFs ( <i>see on BrightSpace</i> )
<b>Meeting</b>	Tuesday, Wednesday, & Friday	<b>Tel.:</b>	250.721.7537
<b>Time:</b>	11:30 a.m. – 12:20 p.m.	<b>E-mail:</b>	<a href="mailto:PSYC385instructor@uvic.ca">PSYC385instructor@uvic.ca</a>
<b>Location:</b>	Clearihue A127	<b>Websites:</b>	<a href="http://bright.uvic.ca/d2l/home/302185">bright.uvic.ca/d2l/home/302185</a>

*I acknowledge and respect the lək'wəḡən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ 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 September 20, 2024. The last date for withdrawing with 100% reduction of fees is September 21, 2024, and without penalty of failure is October 31, 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](mailto: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 [BrightSpace](#) 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**

- 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 – MAIN PATH**

While a students can be graded based on their choice of an assessment path (*see below*), the main path includes key elements that can allow all students to enhance their learning experience.

<b>Learning Engagement:</b>		
Basic involvement	<b>5%</b>	Every class
Class contributions	<b>10%</b>	Every class
<b>Six Learning Activities [LAs]:</b>		
Best LA for each part of the course (3 x 5%)	<b>30%</b>	Every Friday
Best 3 LAs from the remaining 7 LAs (3 x 5%)		( <i>Sep. 20 to Nov. 29</i> )
<b>Two Learning Projects [LPs] (2 x 25%):</b>		
Goal and Plan (0%)	<b>50%</b>	Sep. 29 & Nov. 4
Draft (10%)		Oct. 13 & Nov. 17
Final submission (15%)		Nov. 3 & Dec. 8
Best project	<b>5%</b>	
	<hr/>	
	<b>100%</b>	
<i>+ Bonus credits</i>	<i>up to 2%</i>	

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

**Learning Engagement:** 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). Class Contributions 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 [LAs]:** Students will be offered 10 learning activities (3-4 for each course part) to summarize what was learned, tie up loose ends, think about issues that go beyond the material, and apply the material to everyday life situations. Every Friday in class, students in groups of 4-6 learners are invited to (1) partake in various activities such as observations, online searches, video watching, etc., and then (2) answer discussion questions in a limited number of words. LAs can be completed individually or in group, but **without the use of Artificial Intelligence**, and submitted by the end of **Fridays. No extension can be allowed for any reason.** However, in order to accommodate students who cannot attend class and/or submit a LA on time because of illness, accident, technical difficulties, or other life challenges, **only the six highest marks** (one for each of the three parts and three from the remaining 7 LAs) **will be use to assign a grade.** *Detailed instructions and grading criteria are on BrightSpace.*

**Learning Projects [LP]:** Students can show their understanding and abilities to apply the course material through two learning projects that apply and synthesize the concepts covered in Parts 1-2 (Needs & Cognitions) and Part 3 (Emotions & Well-being).

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

- (1) a review paper that could be either (a) a literature review of empirical research from peer-reviewed journal articles or (b) 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 visual autobiography (i.e., commenting on major life event using pictures as support);
- (6) a board game;
- (7) a (video or audio) documentary; or
- (8) an intervention that could be either (a) indirect/passive (i.e., informational, such as an infographic, a flyer, or videos) or (b) direct/active (i.e., behaviour/mindset change, such as videos, workshop, or tasks).

While the first project (on Parts 1-2) must be completed individually, the second project (Part 3) can be completed in groups of 2-3 students if it is a board game, a documentary or an intervention.

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

- (1) Students will first **select a type of project** by indicating on BrightSpace their **goal and plan for the project** (for feedback and approval) no later than Sunday September 29 (for Parts 1-2) and Monday November 4 (for Part 3). *Extensions up to 72h can be accepted with proper justification and approval by the instructor. Failure to complete a goal-and-plan may result in a grade of "N".*
- (2) The **draft(s) (10% each)** aims to prepare a close enough version of the final project in order to get feedback; it needs to be completed by Sunday October 13 (for Parts 1-2) and Sunday November 17 (for Part 3). *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 **final projects (15% each)** need to be submitted by Sunday November 3 (for Parts 1/2), and Sunday December 8 (for Part 3). *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.*

The project with the highest grade (combining draft and final submission) will be associated with a higher weight (i.e., 30% rather than 25%) in order to reduce the impact of a lower grade on the other project. *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.**

*Note. In absence of approved goal-and-plan and a draft, 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.*

**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 #1-4, one of learning activities #5-7, and one of learning activities #8-10;
- (2) goal-and-plan, draft and final submissions for both projects.

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 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..

**EVALUATION AND GRADING POLICY – ALTERNATIVE PATHS**

In order to acknowledge the diversity of learning styles, students can select one of the following three alternative paths, instead of the main path described above. They must inform the instructor of their decision **no later than Friday September 20<sup>th</sup>**. By default, the main assessment path will apply. Students are strongly encouraged to consult with the instructor before selecting an alternative path to ensure that they know what it involves.

Alternative Path A <i>Project-Focused</i>	Alternative Path B <i>Self-Applied Approach</i>	Alternative Path C <i>Limited-Time Engagement</i>
<i>For learners who like learning through projects to enhance their understanding of the material, while working more certain weeks than others.</i>	<i>For learners who like learning through personal reflections and want to make direct applications of the material to their personal and professional life.</i>	<i>For learners who, for various reasons, cannot study every week, contribute to class discussions, and/or engage into projects over the term.</i>
<b>Learning Engagement:</b> Basic involvement <b>(5%)</b> Class contributions <b>(10%)</b> <b>Learning Activities [LAs]: (15%)</b> Best LA for each part (3 x 5%) <b>Learning Projects [LPs] (incl. draft):</b> Part 1 – Needs <b>(20%)</b> Part 2 – Cognitions <b>(20%)</b> Part 3 – Emotion/Well-Being <b>(20%)</b> Best project <b>(10%)</b> + <i>Bonus credits (2%)</i>	<b>Learning Engagement:</b> Basic involvement <b>(5%)</b> Class contributions <b>(10%)</b> <b>Learning Portfolio:</b> Weekly illustrated summaries <b>(15%)</b> Weekly learning reflections <b>(15%)</b> Autobiographical analysis <b>(15%)</b> Career plan <b>(15%)</b> Three interventions <b>(15%)</b> Binder incl. learning materials <b>(10%)</b> + <i>Bonus credits (2%)</i>	<b>Learning Engagement:</b> Basic involvement <b>(5%)</b> <b>Learning Activities [LAs]: (15%)</b> Best LA for each part (3 x 5%) <b>Oral Discussions (written prep + oral):</b> Part 1 – Needs <b>(15%)</b> Part 2 – Cognitions <b>(15%)</b> Part 3 – Emotion/Well-Being <b>(15%)</b> Best oral discussion <b>(5%)</b>
<b>Assessment approach:</b> Formative approach where adjustments can be made through the projects’ draft before final submissions, and higher weight (i.e., 30%) on the best project.	<b>Assessment approach:</b> Formative approach where the best summaries and reflections contribute to the final grade and adjustments can be made in the portfolio creation.	<b>Assessment approach:</b> Summative approach based on limited opportunities to show understanding of materials, but with higher weight (i.e., 20%) on the best oral discussion.
<b>Key dates/deadlines:</b> Monday Sep 16 – LP1 Goal-Plan Fridays Sep. 20 to Oct. 11 – One of 4 LAs Wednesday Oct 2 – LP1 Draft <b>Sunday Oct 13 – LP1 Final</b>  Monday Oct 14 – LP2 Goal-Plan Fridays Oct. 18 to Nov. 1 – One of 3 LAs Wednesday Oct 23 – LP2 Draft  <b>Sunday Nov 3 – LP2 Final</b>  Monday Nov 6 – LP3 Goal-Plan Fridays Nov. 8 to Nov. 29 – One of 3 LAs Wednesday Nov 20 – LP3 Draft  <b>Sunday Dec 8 – LP3 Final</b>	<b>Key dates/deadlines:</b> Fridays Sep. 20 to Oct. 11: Illustrated Summaries (4) Learning reflections (4) <b>Sunday Oct 13:</b> <b>Autobiographical analysis draft</b> <b>Intervention #1 (Needs)</b> Fridays Oct. 18 to Nov. 1: Illustrated Summaries (3) Learning reflections (3) <b>Sunday Nov 3:</b> <b>Career plan draft</b> <b>Intervention #2 (Goals &amp; SR)</b> Fridays Nov. 8 to Nov. 29: Illustrated Summaries (3) Learning reflections (3) <b>Sunday Dec 1:</b> <b>Autobiography &amp; Career Plan drafts</b> <b>Intervention #3 (Emotion)</b> <b>Sunday Dec 8 – Binder submission</b>	<b>Key dates/deadlines:</b> Fridays Sep. 20 to Oct. 11 – One of 4 LAs  <b>Friday Oct. 11 – Oral Discussion #1</b>  Fridays Oct. 18 to Nov. 1 – One of 3 LAs  <b>Friday Nov. 1 – Oral Discussion #2</b>  Fridays Nov. 8 to Nov. 29 – One of 3 LAs  <b>Friday Dec. 6 – Oral Discussion #3</b>
<b>Course Completion Requirements:</b> At least one of LAs #1-4, one of LAs #5-7, and one of LAs #8-10; + goal-and-plan, draft and final submission for each project.	<b>Course Completion Requirements:</b> At least one weekly submission for each of the 3 course parts; + Autobiography & career plan drafts and final and three interventions.	<b>Course Completion Requirements:</b> At least one of LAs #1-3, one of LAs #4-6, and one of LAs #7-9; + All three oral discussions.

**Learning Activities [LAs]:** Students who choose alternative Path A and Path C only need to complete one LA for each course part; if they complete more than one LA, only the **highest mark will be used to assign a grade**.

**Learning Projects [LPs]:** Students who choose alternative Path A can show their understanding and abilities to apply the course material through three 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 8 types of projects (*see above and the project guideline on BrightSpace*). While projects such as board games, documentaries and interventions can be completed in groups of 2-3 students, students must complete at least one of the three projects individually. Students are invited to set goals, make plans and submit a draft for each project they have selected (*see above for key dates and deadlines, and project guideline on BrightSpace*).

The project with the highest grade (combining draft and final submission) will be associated with a higher weight (i.e., 30% rather than 25%) in order to reduce the impact of a lower grade on the other project. *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.**

*Note. In absence of approved goal-and-plan and a draft, 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.*

**Learning Portfolio:** Students who choose alternative Path B can show their understanding and abilities to apply the course material through weekly illustrative summaries and personal reflections, three (self-)interventions that apply the concepts covered in Part 1 (Needs), Part 2 (Cognitions) and Part 3 (Emotions/Well-being), an autobiographical analysis, and a career plan, which are all integrated into a Learning Portfolio (*see above table*).

Illustrative summaries (2.5% each) and personal reflections (2.5% each) must be completed individually **without the use of Artificial Intelligence**, and submitted by the end of **Fridays**. **Late submissions will not be marked**, but should be included in the final portfolio. In order to accommodate students who cannot submit a summary or a reflection on time because of illness, accident, technical difficulties, or other life challenges, **only the six highest marks** (one for each of the three parts and three from the remaining 7 submissions) **will be used to assign a grade out of 15%**. *Detailed instructions and grading criteria are available on BrightSpace.*

The autobiographical analysis and the career plan aim to encourage students to apply the course material to reflect on their personal life, past and future. Drafts need to be submitted by October 13 and November 3 in order to get feedback and prepare the final version due with the portfolio on December 8.

Finally, the students are invited to create three (self-)intervention based on course material related to each course part (i.e., Needs, Cognitions and Emotions/Well-Being) in order to show their understanding of the concept and directly apply them to their current personal life. (*See detailed portfolio guideline on BrightSpace*).

**Oral Discussions:** Students who choose Path C 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 Oral Discussions 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 Oral Discussion has two components:

- (1) Students 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 Oral Discussion day (i.e., Fridays Oct 11, Nov 1 and Dec 6). [Estimated time: 30 min.]
- (2) Then, they have the opportunity to expand their responses and answer additional follow-up questions during a 20-minute in-person Oral Discussion that is scheduled in advance for the earliest available time from 1:30 pm on the Oral Discussion date to the following Monday (i.e., Fridays Oct 11, Nov 1 and Dec 6).

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

The Oral Discussion 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 Oral Discussions. *Detailed instructions and grading criteria are available on BrightSpace.*

**Course Completion Requirements:** Students who have completed as instructed the elements listed in the table above for the selected alternative path will be considered to have completed the course. 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.

**CLASS SCHEDULE – MAIN PATH**

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](#)). If you prefer one of the alternative paths (A, B or C), please refer to the corresponding alternative syllabus.

Dates	Content	Submissions	
<b>INTRODUCTION</b>			
Wednesday Sep. 4 Friday Sep. 6	<ul style="list-style-type: none"> <li>Practical information, class community</li> <li>Learning through discussions and projects</li> </ul>		
Tuesday Sep. 10	<ul style="list-style-type: none"> <li>Definitions and basic principles</li> <li>Needs, cognitions, and emotions</li> </ul>	Motivational profile (due @5PM) Self-presentation video (due @5PM)	
<b>PART 1 – NEEDS</b>			
Sep. 11-13	<ul style="list-style-type: none"> <li>Intrinsic vs. extrinsic motivation</li> <li>Need for autonomy, internalization, and integration</li> </ul>		
Sep. 17-20	<ul style="list-style-type: none"> <li>Support of autonomy</li> <li>Reasons for supporting (or not) autonomy</li> </ul>	Learning Activity #1	
Sep. 24-27	<ul style="list-style-type: none"> <li>Needs for competence vs. achievement</li> </ul>	Learning Activity #2	Project #1’s Goal/Plan (Sunday Sep. 29)
Oct. 1-4	<ul style="list-style-type: none"> <li>Needs for relatedness vs. affiliation/intimacy</li> </ul>	Learning Activity #3	
Oct. 8-11	<ul style="list-style-type: none"> <li>Synthesis / integrating concepts and conclusion</li> </ul>	Learning Activity #4	Project #1’s Draft (Sunday Oct. 13)
<b>PART 2 – COGNITIONS</b>			
Oct. 15-18	<ul style="list-style-type: none"> <li>Personal control beliefs</li> <li>Growth/fixe d mindset</li> </ul>	Learning Activity #5	
Oct. 22-25	<ul style="list-style-type: none"> <li>Short-term goal setting</li> <li>Life goals and valuing processes</li> </ul>	Learning Activity #6	
Oct. 29 – Nov. 1	<ul style="list-style-type: none"> <li>Goal striving and self-regulation</li> </ul>	Learning Activity #7	Project #1’s Final (Sunday Nov. 3)
<b>PART 3 – EMOTIONS AND WELL-BEING</b>			
Nov. 5-8	<ul style="list-style-type: none"> <li>Nature of emotion, basic vs. secondary emotions</li> <li>Social and cultural aspects</li> </ul>	Learning Activity #8	Project #2’s Goal/Plan (Monday Nov. 4)
Nov. 11-13	<b>Reading Break</b>		
Friday Nov. 15 Nov. 19-22	<ul style="list-style-type: none"> <li>Cognitive aspects</li> <li>Self-conscious and complex emotions</li> <li>Emotion regulation</li> </ul>	Learning Activity #9	Project #2’s Draft (Sunday Nov. 17)
Nov. 26-29	<ul style="list-style-type: none"> <li>Hedonic and eudaimonic views of well-being</li> <li>Self-actualization and actualizing</li> </ul>	Learning Activity #10	
Tuesday Dec. 3	<ul style="list-style-type: none"> <li>Synthesis / integrating concepts and conclusion</li> </ul>		Project #2’s Final (Sunday Dec. 8)
Wednesday Dec. 4	<ul style="list-style-type: none"> <li>No class</li> </ul>		

### **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](http://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](http://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](mailto: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](mailto: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 <b>technically superior</b> , shows <b>mastery of the subject matter</b> , and in the case of an A+ <b>offers original insight and/or goes beyond course expectations</b> . <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 <b>good comprehension</b> of the course material, a <b>good command of the skills</b> needed to work with the course material, and the student's <b>full engagement</b> with the course requirements and activities. A B+ represents a <b>more complex understanding and/or application</b> 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 <b>adequate comprehension</b> of the course material and the <b>skills needed</b> to work with the course material and that indicates the student has <b>met the basic requirements</b> 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 <b>minimal command</b> of the course materials and/or <b>minimal participation</b> 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 <b>inadequate</b> 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 2024.

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](tel:250-721-8357); [Email: ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); [Web: uvicombudsperson.ca](http://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 2024)

Wednesday, September 4 <sup>th</sup>	First term classes begin for all faculties
Tuesday, September 17 <sup>th</sup>	Last day for 100% reduction of first term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Friday, September 20 <sup>th</sup>	Last day for adding courses that begin in the first term
Monday, September 30 <sup>th</sup>	Last day for paying first term fees without penalty
Tuesday, October 8 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses
Monday, October 14 <sup>th</sup>	University Closed (Thanksgiving Day)
Thursday, October 31 <sup>st</sup>	Last day for withdrawing from first term courses without penalty of failure
Monday, November 11 <sup>th</sup>	University Closed (Remembrance Day)
November 11 <sup>th</sup> – 13 <sup>rd</sup>	Reading Break for all faculties
Wednesday, December 4 <sup>th</sup>	Last day of classes for all faculties
Wednesday, December 4 <sup>th</sup>	National Day of Remembrance and Action on Violence Against Women <i>Classes and exams cancelled from 11:30am - 12:30pm</i>
Saturday, December 7 <sup>th</sup>	First term examinations begin for all faculties
Friday, December 20 <sup>th</sup>	First term examinations end for all faculties