



University
of Victoria

Department of Psychology
<http://www.uvic.ca/socialsciences/psychology/>

PSYC-431G – Spring 2023 – CRN: 22883

Self-Regulation and Goals

Dates:	January 9 th – April 6 th 2023	Instructor:	Frederick Grouzet, Ph.D.
Format:	Face-to-face	Office hours:	Specific TWFs (<i>see on BrightSpace</i>)
Meeting Time:	Tuesday 8:30 a.m. – 10:20 a.m. & Friday 9:30 a.m. – 10:20 a.m.	Tel.:	250.721.7537
Location:	Clearihue C113	E-mail:	fgrouzet@uvic.ca
		Websites:	bright.uvic.ca/d2l/home/230474 teams.microsoft.com

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

The objective of this advanced seminar is to expose undergraduate students to the state-of-the-science theories and research in motivation. Emphasis is placed on the basic principles and the most recent advancements in social psychology of goal setting, goal striving, and self-regulation. Students will examine the ways people select and prioritize goals, how they are pursued, factors that lead to success or failure in achieving these particular aims, and consequences for everyday functioning and well-being. Students will also learn how to critically analyze theories and empirical evidence, discuss the application of basic principles to explain goal-directed behaviours and self-regulatory problems, and make efficient oral presentations. They will develop reading and writing skills that are essential to understand, integrate, evaluate and contribute to the motivation science. Finally, students will mobilize their knowledge to develop an intervention program.

PREREQUISITES AND REGISTRATION

The pre-requisites for this course are PSYC 300A and PSYC 385; and one of PSYC 320, PSYC 330, PSYC 375, PSYC 386, PSYC 387, as well as PSYC 300B that could be pre- or co-requisite. 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 25, 2023. The last date for withdrawing with 100% reduction of fees is January 22, 2023, and without penalty of failure is February 28, 2023.** (*See also [below](#).*)

COURSE POLICIES AND LEARNING ENVIRONMENT

- A seminar course is by nature **conversation-based**, so students are thus expected to **read required readings** and then **actively participate in class and group discussions**.
- Class attendance is crucial and will be a factor in grading. *See below policy about [attendance and absences](#).*
- 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**.
- This is a seminar course, so 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 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 well-being 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 **email**. You should thus regularly check your preferred email account to get the most up-to-date information. It is the student’s responsibility to ensure that their current email address is on [Personal and Account Profile](#).
- If you have questions or concerns about the course, you should contact the instructor by sending an **email to fgrouzet@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 48h during weekdays; if the answer can benefit and apply to all students, an email message to all students will be sent out. (*p.s.: If you do not receive an automatic reply acknowledging the reception of the email, you need to resend it.*)
- Do NOT use BrightSpace or Microsoft Teams to communicate with the instructor and teaching assistant(s). The use of BrightSpace or Microsoft Teams to communicate with other students should be limited to course-related matters and to facilitate group activities for the course (*see also [Online Student Conduct](#)*).
- The instructor is **available for consultation** during weekdays (specific Tuesdays, Wednesdays & Fridays – see BrightSpace for specific dates and time), mainly in-person but sometimes on Zoom.

LEARNING GOALS

- Define and understand key theories relevant to goal setting, goal striving and self-regulation.
- Critically apply psychological concepts to enhance one’s understanding of goal setting, goal striving and self-regulation in various contexts and life domains.
- Analyze and contrast key factors relevant in theories of self and self-regulation, personal and achievement goals, approach and avoidance motivation, conscious and unconscious goal pursuit, autonomous and mindful goal pursuit, planning and self-control.
- Concisely and critically present empirical research that is relevant for one’s understanding of goal setting, goal striving, and self-regulation, and provides new perspective on motivational science.
- Develop strategies to deliver effective, stimulating and creative oral and poster presentations.
- Develop a shared leadership and group interaction style in problem-solving situations.
- Mobilize research knowledge in order to build an intervention program to address motivational problems.

REQUIRED READINGS AND COURSE MATERIAL

- [Understanding Motivation and Emotion \(7th edition\) by J. Reeve \(2018, Wiley\)](#). (Previous editions are not allowed.)
- Book chapters and journal articles 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. Trying to give, sell, receive or seek copies of unauthorized materials hinders students’ learning, is unfair to classmates and seriously undermines the instructor’s course objectives. The material is protected under copyright law, even if not marked with a ©. **Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act.** Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#).*

EVALUATION AND GRADING POLICY


Students will be graded on their performance on the following elements. Detailed instructions and grading criteria for each component are available on BrightSpace.


<u>Evaluation</u>	<u>Date or Due Date</u>	<u>Percentage of Grade</u>
Part 1 – Theories (15%)		
<i>In-class exam</i>	<i>February 7 (8:30 am)</i>	<i>15%</i>
<i>Second-chance exam (optional)</i>	<i>February 28 (8:20 am)</i>	
Part 2 – Empirical Evidences (35%)		
<i>Oral presentation (15 min.)</i>	<i>February 10 – March 7</i>	<i>15%</i>
<i>Critical analyses (5 or more)</i>	<i>See schedule</i>	<i>10%</i>
<i>Visual abstracts (5 or more)</i>	<i>February 17 and/or March 10</i>	<i>10%</i>
Part 3 – Intervention Program (35%)		
<i>Project proposal (group)</i>	<i>March 17 (5:00 pm)</i>	<i>5%</i>
<i>Project material (group)</i>	<i>March 31 (9:20 am)</i>	<i>10%</i>
<i>Project description (individual)</i>	<i>April 4 (8:20 am)</i>	<i>10%</i>
<i>Oral presentation (group)</i>	<i>April 4</i>	<i>5%</i>
<i>Poster presentation (group)</i>	<i>April 4 (8:20 am)</i>	<i>5%</i>
Parts 1 to 3 – Learning Engagement (15%)		
<i>Participation in class and in groups</i>	<i>Weekly</i>	<i>10%</i>
<i>Completion of videos, surveys and modules</i>		<i>5%</i>
		100%




The final letter grade in the course will be based on total percent score as shown below. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. See also [Grading section](#) below.

 **In-Class Exam (15%)**: Knowledge and understanding of theories and supporting readings will be assessed through a brief in-class exam (45 min.). The exam includes essay questions that also assess students' abilities to synthesize and critically analyze motivation concepts. Personal notes, electronic devices, handouts and books are NOT allowed during in-class exam. Students who miss the exam because of illness or family emergency on the day of the exam should inform the instructor as soon as possible (i.e., no later than the day after the exam), so a make-up exam can be proposed on Friday February 10 at 2:30 pm.

Second-chance exam (optional): In order to encourage students to learn from the exam and the feedback, they will be offered the opportunity to re-write the exam (same questions) at home and submit it by February 28 at 8:20 am. The students who desire to write this second-chance exam must inform (by email) the instructor by February 15 @ 9:20am. The "first-chance" exam will be weighted 2/3 and the second-chance exam 1/3 of the final score out of 20%.

 **Oral Presentation (15%)**: Students are asked to make a 15-min. oral presentation (plus 5-min. Q/A) between February 10 and March 7 (as determined by Feb. 3). The presentation should include the description and critical analysis of an empirical study (chosen in a list of articles posted on BrightSpace). The PowerPoint slides should be sent to the instructor (fgrouzet@uvic.ca) at least 12h before (i.e., 8:20 pm the previous day). Grading will be mainly based on the quality of the presentation, the understanding of the research, and the depth of the critical analysis. If a student cannot make the presentation at the pre-determined date, they will be asked to present a different article at the next available date. *Detailed instructions and grading criteria are available on BrightSpace.*

 **Critical Analyses (10%)**: Students are asked to write at least five (5) critical analyses of articles presented by other students. The critical analyses should be submitted before the class following the presentation (e.g., Friday for an article presented on Tuesday). The average score of all submissions (5 or more) will be used to assign a score out of 10%. *Detailed instructions and grading criteria are available on BrightSpace.*

-  **Visual Abstracts (10%):** Students are asked to make at least five (5) visual/graphical abstracts of articles presented by any student. The visual abstract should be submitted by 5:00 p.m. on February 17 (in order to get early feedback) and/or on March 10. The average score of all submissions (5 or more) will be used to assign a score out of 10%. *Detailed instructions and grading criteria are available on BrightSpace.*
-  **Intervention Program (35%):** Students (in groups of 4-5) are invited to create an intervention program to help people in setting and regulating their personal strivings. Students will receive a feedback on a proposal (5%) submitted by February 17 (5:00 p.m.). The final version of the program material (10%) should be submitted by March 31 (@9:20 a.m.). Each group will then have 15 minutes to present the intervention program (5%) in the last week of class as well as in a poster (5%). Grading will be based on the understanding and application of the theories and concepts, the quality of (poster and oral) presentations, and innovation of the program. Finally, each student is asked to submit (individually) by April 4 (@8:20 am) a description of the program (10%) that explains the intervention program in relation theories and empirical research. *Detailed instructions and grading criteria are available on BrightSpace.*
-  **Learning Engagement (15%):** Class participation provides the opportunity to ask questions, test the understanding of concepts, and go further in the discovery of motivation science. Presence in class and active participation are thus the key to a lively class and will both constitute an important part of the grade. Quality of class participation will be preferred to frequency. During the term, students will periodically receive feedback on their class participation in order to make necessary adjustments and improvements. In addition, participation in the group project will be assessed. Finally, students will be asked to complete a self-presentation video and surveys, and complete the [Integrity Matters module](#) that is available in Brightspace. *Students who cannot attend a class due to illness are asked to notify the instructor immediately (see [below](#)). Detailed grading criteria are available on BrightSpace.*

Course Completion Requirements: Students who have completed as required the following elements will be considered to have completed the course: (1) the in-class exam; (2) the individual oral presentation; (3) the individual project description; and (4) attending at least 80% of classes. 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.

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](#).



CLASS SCHEDULE

The course is organized like a research journey, starting with theories (Jan. 13-Feb. 3), then methodology (Feb. 7) followed by empirical evidence (Feb. 10-Mar. 7), and concluding with an intervention program (Mar. 3-31). However, the following schedule should be viewed as a flexible guide and adjustments will likely be necessary. Only general references are listed below; required and supplemental readings will be specified on BrightSpace.








Jan. 10 (Tuesday) Introduction to the Course

-  Introduction of the class, and presentation of the course objectives and activities
-  Learning objectives and commitment

Jan. 13 (Friday) Theory: Review of PSYC-385 theories and concepts

-  Seminar discussion
-  Class notes from PSYC-385 and associated readings (Reeve, 2018; other readings)

Jan. 17-20 Theory: Goal setting and goal striving

-  Seminar discussions
-  Goal system theory (Kruglanski et al., 2002)
-  Conscious vs. unconscious goal pursuit (Bargh et al., 2010)
-  Mindset theory of action phases (Achtziger & Gollwitzer, 2010; Reeve, 2018, Chap. 9)
-  Theory of fantasy realization (Bargh et al., 2010; Oettingen & Stephens, 2009)
-  Implementation intention (Gollwitzer & Oettingen, 2011; Reeve, 2018, Chap. 8)
-  Workshop and group activities – Friday

Jan. 24-27 Theory: Self, self-regulation, and self-determination

-  Seminar discussions
-  Quiet ego (Leary et al., 2017)
-  Self-control strength model (Muraven, 2012; Reeve, 2018, Chap. 11)
-  Self-determination theory (Deci & Ryan, 2012; Ryan & Deci, 2017; Reeve, 2018, Chap. 5-6)
-  Dual valuing process model (Grouzet, 2013)
-  Autonomy and free-will (Ryan & Deci, 2006)
-  Final group formation for group project – Friday

- Jan. 31 – Feb. 3 Theory: Autonomy, determinism, existentialism, and free will**
- 🗣️ Seminar discussion
 - 📖 Growth and fixed mindsets (Reeve, 2018, Chap. 9)
 - 📖 Terror management theory (Pyszczynski et al., 2010)
 - 📖 Free will (Baumeister et al., 2007; Pyszczynski et al., 2010; Ryan & Deci, 2006)
 - 👥 Workshop and group activities – *Friday*
 - ✍️ Selection of articles to present (*by Friday Feb. 3 @ 12:30 p.m.*)
- Feb. 7 (8:30 a.m.) Theory: In-class written synthesis (aka exam)**
- 👥 Required readings (*see above*)
 - ✍️ Essay-question exam (45 min.)
 - ✍️ *Make-up exam (if needed) Friday Feb. 10 at 2:30 p.m.*
 - ✍️ Second-chance (take-home) exam (*to be submitted by Tue. Feb. 28 @ 8:20 a.m.*)
- Feb. 7 (9:30 a.m.) Method: Research and communication skills**
- 🗣️ How to make an efficient oral presentation
 - 🗣️ How to make (and receive) constructive feedback
 - 🗣️ How to critically analyze research findings
 - 🗣️ How to make graphical abstract
- Feb. 10 (Friday) Research findings and Knowledge Mobilization**
- 🗣️ Oral presentations (#1-#3)
 - 📖 Journal articles selected by presenting students (*see BrightSpace*)
 - ✍️ Critical analyses (*due on Tue. Feb. 14 @ 8:20 a.m.*)
- Feb. 14-17 Research findings and Knowledge Mobilization**
- 🗣️ Oral presentations (#4-#12) – *Tuesday and Friday*
 - 📖 Journal articles selected by presenting students (*see BrightSpace*)
 - ✍️ Critical analyses (*due on Fri. Feb. 17 & Tue. Feb. 28 @ 8:20 a.m.*)
 - ✍️ Group project proposal (*due on Fri. Feb. 17 @ 12:20 p.m.*)
 - ✍️ First visual abstracts (*due on Fri. Feb. 17 @ 5:00 p.m.*)
- Feb. 20-24 No Class – Reading Break**
- Feb. 28 & Mar. 7 Research findings and Knowledge Mobilization**
- 🗣️ Oral presentations (#13-#25) – *Tuesdays*
 - 📖 Journal articles selected by presenting students (*see BrightSpace*)
 - ✍️ Critical analyses (*due on Fri. Mar. 3 & Mar. 10 @ 8:20 a.m.*)
- Mar. 3 & Mar. 10 Application/Intervention: Group project**
- 👥 Directed group meetings (Phase 1) – *Fridays*
 - ✍️ Revised group project proposal (*due on Fri. March 3 @ 12:20 p.m.*)
 - ✍️ Last visual abstracts (*due on Fri. Mar. 10 @ 5:00 p.m.*)
- Mar. 14-17 Application/Intervention: Group project**
- 👥 Directed group meetings (Phase 2)
 - 📖 Required and selected readings (*see above and BrightSpace*)
- Mar. 21-31 Application/Intervention: Group project**
- 👥 Directed group meetings (Phase 3)
 - 📖 Required and selected readings (*see above and BrightSpace*)
 - ✍️ Intervention program and material (*due by Fri. March 31 @ 9:20 a.m.*)
- Apr. 4 (Tuesday) Presentation/Publication**
- 🗣️ Group presentations (15-min. oral)
 - ✍️ Individual report on group project (*due on Tue. April 4 @ 8:20 a.m.*)
 - ✍️ Poster presentation for group project (*due by Tue. April 4 @ 8:20 p.m.*)

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 anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with your instructor. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning \(CAL\)](#).

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

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

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

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

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

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 (*see [UVic Academic Calendar](#)*).

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

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

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

Ombudsperson and Academic Concerns

From the 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>).

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

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- 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 miss an exam other than one scheduled during the formal exam period**
 Do not apply at Records Services for a "Request for Academic Concession". Instead, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam. Medical documentation is not required.
- What to do if you require additional time to complete course requirements**
 Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Policy on Academic Integrity including Plagiarism and Cheating

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

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

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

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

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

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

Other useful resources on plagiarism and cheating include:

- The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>. The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
- UVic Library resources: <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 (Spring 2023)

Monday, Jan 9 th	Second term classes begin for all faculties
Sunday, Jan 22 nd	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, Jan 25 th	Last day for adding courses that begin in the second term
Tuesday, January 31 st	Last day for paying second term fees without penalty
Sunday, Feb 12 th	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 th – Feb 24 th	Reading Break for all faculties
Tuesday, Feb 28 th	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 th	Last day of classes in second term for all faculties
Apr 11 th – Apr 26 th	Second-term formal examination period