Psychology 260 (A01)
Introduction to Mental Health and Wellbeing
Fall 2017, TWF 9:30-10:20 a.m.
David Strong Building C103

Instructor: Dr. Brianna Turner
Email: briannat@uvic.ca
Office Hours: W 10:30-11:30, or by appointment, Cornett A276

Teaching Assistant: Chantel Mayo
Email: cmayo@uvic.ca
Office Hours: To be announced

Course Description & Topics
This course considers foundational and contemporary issues in clinical and abnormal psychology. For example, this course will ask and help students develop evidence-based answers to the following questions:

- What does it mean for behaviour to be considered “abnormal” or “disordered”, and how should we define “psychological health”?
- What are some strengths and limitations of our current systems for classifying and diagnosing mental disorders?
- Why do some people develop psychological problems when faced with stress, whereas others remain resilient?
- What are some of the biological, psychological, social, and cultural underpinnings of psychological disorders, and how can we use this information to promote wellbeing?
- What are some unresolved issues related to understanding mental health and wellbeing, and how can we address them with research and policy in the future?

Prerequisites & Registration
The pre-requisites for this course are Psyc 100A and 100B. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program.

The final day to add courses is Sept 22. Students will not be automatically dropped from the course for non-attendance – you are responsible for checking your registration before Sept 22 to ensure you are registered only in courses you have been attending.

Course Learning Objectives
By the end of this course, it is expected that students will be able to:

1. Describe the symptoms, causes, consequences, and treatment options for a variety of psychological disorders.
2. Counter common sources of mental health stigma with accurate information based on current research evidence.
3. Discuss current controversies, needed advancements, and future directions in the field of clinical psychology.

**Important Note About the Text:** We will be using Pearson’s REVEL system for this course. REVEL provides access to the textbook via e-book, as well as an interactive learning environment where you will be able to complete weekly quizzes, writing assignments, and review activities as you go through the text materials. You do not need to purchase a hardcopy of the book, although you may do so if you wish.

Additional Course Information & Lecture Slides: www.coursespaces.uvic.ca

Grading and Evaluation

Your course grade will be based on the following:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Due Date</th>
<th>Number &amp; Value</th>
<th>Total Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation</td>
<td>In lecture</td>
<td>0.5% each x 10</td>
<td>5%</td>
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<tr>
<td>Weekly Chapter Quizzes (REVEL)</td>
<td>Sunday of each week</td>
<td>2% each x 10</td>
<td>20%</td>
</tr>
<tr>
<td>REVEL Writing Activities</td>
<td>9/26, 10/13, 11/3, 11/24</td>
<td>15% each x 2</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exams (40-45 multiple choice questions)</td>
<td>10/3, 11/7, 12/1</td>
<td>15% each x 3</td>
<td>45%</td>
</tr>
<tr>
<td>Research Participation or alternative activity</td>
<td>Last day of classes</td>
<td>Up to 2% bonus</td>
<td>Up to 2% bonus</td>
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</table>

Final grades will be determined based on the following distribution:

- A+ = 90-100%
- B+ = 77-79%
- C+ = 65-69%
- F ≤ 49%
- A = 85-89%
- B = 73-76%
- C = 60-64%
- A- = 80-84%
- B- = 70-72%
- D = 50-59%

Students are expected to familiarize themselves with the Important Course Policy Information (attached on the final two pages). If you do not complete each of the required components in this course, you will receive an “N” for the course.
Research Participation

Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.5 credit with 2 credits required for a 1% increase in the student's final grade. For details on participating in research studies, go to the Department of Psychology website (web.uvic.ca/psych), click on the Research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact your course instructor to arrange for an alternative option involving written assignments.

Article Reviews as an alternative to participation in research

Students are not required to participate in research. As an alternative, students may instead opt to gain research experience by writing reviews (2 pages double spaced) of journal articles reporting original research relevant to the course. Each review will be worth 1% of extra credit and a maximum of 2 reviews will be accepted. You must obtain approval from the instructor for the article you have chosen before writing your review. To receive credit, you must follow these guidelines:

- If you wish to select this option, you must notify the course instructor and TA with your proposed articles no later than Nov 1.
- Completed reviews must be submitted by email to the TA no later than the last day of class in this course. Late submissions will NOT be accepted under ANY circumstances.
- Fully identify the title, author(s), source, and year of the article. A copy of the article must be attached to the review.
- Clearly summarize the psychological concepts in the article, the reported results, and the implications of the results. Critically evaluate the application or treatment of the concepts in the article. If you discover something that is incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc.

Important Course Policies

Attendance

Our class meets 3 times per week. During our meetings, you can expect a mix of lecture, in-class discussion or learning activities, and video or clinical case presentations. These activities are designed to help you consolidate information, apply key concepts (individually and in groups), clarify misunderstandings, and rehearse material to promote learning. Regular attendance is expected, and should make preparing for exams less onerous. If you have to miss a class...
Psyc 260 Fall 2017

meeting, you should review the lecture slides (posted online) and discuss any important information given out during class with a fellow classmate. You are welcome to come to my office hours to discuss questions after you have completed the above activities.

We will have 13 opportunities to earn credit for completing in-class activities. You can earn 0.5% for each activity, to a maximum of 5% (meaning you only need to complete 10 of the 13 activities to earn full marks). Because these activities require you to be there in person, there will be NO MAKE-UP OPPORTUNITIES for missed in-class activities. This includes illness, emergencies, catastrophes, and scheduled events. If you are not in class, you cannot earn the marks. (But, everyone gets three “free” misses to use however they see fit).

REVEL activities
You must complete REVEL activities by midnight on the day they are due. Late quizzes will be awarded 0 points. Late writing assignments will lose 10% per day until they are submitted. If you are planning to submit a writing assignment late, you must email the course TA to let her know you are planning to complete the activity.

Missed & Make-up Exams
Students are expected to write exams as scheduled unless you can provide acceptable and verifiable documentation of an illness or family emergency. If you miss a midterm due to illness, accident, or family affliction, you must send me an email as soon as possible indicating that you have missed the midterm, and the reason for it. You must then supply written support for your absence (e.g., doctor’s note) within 10 days of missing the midterm. In the case of illness, documentation should be dated on the day of the missed midterm, or earlier indicating that you are likely ill for a couple of days including the date of the midterm. If you are too sick to attend the midterm, then you should see a doctor that day! Except in extreme circumstances (e.g., life-threatening illness) Medical Documentation dated after the midterm date WILL NOT BE ACCEPTED. If your documentation is accepted for the missing midterm, then a grade for that midterm will be generated by weighting your grades from the remaining midterms. Students who miss two midterms will receive a grade of “N” in the course as they will be deemed to have missed too much of the course material to have met course completion requirements.
# TENTATIVE SCHEDULE OF TOPICS & DUE DATES

Any changes to this schedule will be announced in class and on CourseSpaces. Please regularly check the course website for updates & announcements.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Topic &amp; Readings</th>
<th>Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept 6, 8</td>
<td><strong>Introduction and Course Overview</strong></td>
<td>All students must register with REVEL and CATALYTICS by the end of this week</td>
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<td></td>
<td></td>
<td>Start Chapter 1</td>
<td></td>
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<td>2</td>
<td>Sept 12, 13, 15</td>
<td><strong>What is Abnormal Psychology?</strong></td>
<td>Chapter 1 Quiz due Sept 17</td>
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<td></td>
<td></td>
<td>Chapters 1 &amp; 3 (Section 3 only)</td>
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<tr>
<td>3</td>
<td>Sept 19, 20, 22</td>
<td><strong>Research Methods</strong></td>
<td>Chapter 2 Quiz due Sept 24</td>
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<td></td>
<td>Chapter 2</td>
<td></td>
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<tr>
<td>4</td>
<td>Sept 26, 27, 29</td>
<td><strong>Stress &amp; Health, Health Psychology</strong></td>
<td>Writing Activity 1 Sept 26</td>
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<td></td>
<td></td>
<td>Chapter 14</td>
<td>Chapter 14 Quiz due Oct 1</td>
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<tr>
<td>5</td>
<td>Oct 3, 4, 6</td>
<td><strong>Anxiety Disorders</strong></td>
<td><strong>IN-CLASS EXAM 1 OCT 3</strong></td>
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<td>Chapter 4</td>
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<td>6</td>
<td>Oct 10, 11, 13</td>
<td><strong>Obsessive Compulsive, Trauma, Stressor-Related Disorders</strong></td>
<td>Writing Activity 2 Oct 13</td>
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<td></td>
<td>Chapter 4</td>
<td>Chapter 4 Quiz due Oct 15</td>
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<tr>
<td>7</td>
<td>Oct 17, 18, 20</td>
<td><strong>Mood Disorders</strong></td>
<td>Chapter 6 Quiz due Oct 22</td>
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<td>Chapter 6</td>
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<tr>
<td>8</td>
<td>Oct 24, 25, 27</td>
<td><strong>Substance-Related Disorders</strong></td>
<td>Chapter 9 Quiz due Oct 29</td>
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<td>Chapter 9</td>
<td></td>
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<tr>
<td>9</td>
<td>Oct 31, Nov 1, 3</td>
<td><strong>Eating Disorders</strong></td>
<td>Writing Activity 3 Nov 3</td>
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<td>Chapter 7</td>
<td>Chapter 7 Quiz due Nov 5</td>
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<tr>
<td>10</td>
<td>Nov 7, 8, 10</td>
<td><strong>Schizophrenia and Psychotic Disorders</strong></td>
<td><strong>IN-CLASS EXAM 2 NOV 7</strong></td>
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<td></td>
<td>Chapter 10</td>
<td>Chapter 10 Quiz due Nov 12</td>
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<td>11</td>
<td>Nov 14, 15, 17</td>
<td><strong>READING WEEK</strong></td>
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<td>NO CLASSES (including Friday)</td>
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<tr>
<td>12</td>
<td>Nov 21, 22, 24</td>
<td><strong>Personality Disorders</strong></td>
<td>Writing Activity 4 Nov 24</td>
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<td></td>
<td>Chapter 11</td>
<td>Chapter 10 Quiz due Nov 26</td>
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<tr>
<td>13</td>
<td>Nov 28, 29, Dec 1</td>
<td><strong>Contemporary Issues; Prevention</strong></td>
<td>Chapter 10 Quiz due Dec 1</td>
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<td></td>
<td></td>
<td>Chapter 15</td>
<td>IN-CLASS EXAM 3 DEC 1</td>
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**Note:** There will be no classes Nov 13-17 (Winter Reading Break).
Prerequisites

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

Program Requirements

For more information see pages 308-313 of the UVic Calendar September 2017.

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.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2017, p. 49-51)

- **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.

  OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

- **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 submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- **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 (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.

  OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)
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 [http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html], p. 46-48, UVic Calendar September 2017). 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. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

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 (on p. 47 in September 2017).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 46-48 in September 2017) ([http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html))

**Other useful resources on Plagiarism and Cheating include:**
1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf)