



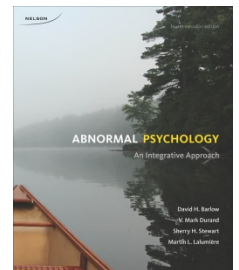
Psyc 260 (A01)
Introduction to Mental Health and Wellbeing
Fall, 2016
Mondays & Thursdays 1:00pm to 2:20pm
HHB 105

Instructor *Dr. Erica Woodin*, Cornett A264, psyc.260@uvic.ca, 250-721-8590
Office Hours: Mondays 9:30-11:30am or by appointment

Teaching Assistant *Stacey Ross*, slross@uvic.ca
Office Hours: TBA or by appointment

Required Text Barlow, D. H., Durand, V. M., Stewart, S. H., & Lalumiere, M. L. (2015). *Abnormal Psychology –An Integrative Approach*. 4th Canadian Edition. Nelson.

Course Website <http://coursespaces.uvic.ca>



Login using your Netlink Username and Password. Obtain lecture outlines, interesting website links, a course calendar, class announcements, exam study tips, and your grades.

Course Description

I have designed this course to allow us to explore various aspects of mental health, with a focus on the scientific bases of contemporary theories of the major psychological disorders in adulthood. The topics we will cover include stress and physical and mental health, mood and anxiety disorders, substance use disorders, somatic symptoms and dissociative disorders, personality disorders, and schizophrenia and other psychotic disorders. I will discuss these topics from a variety of biological, psychological, and socio-cultural perspectives. This course will also place an emphasis on psychological wellbeing, including discussion of prevention and treatment approaches for psychological disorders. Our class meetings will include lectures, videos, and small group discussions. Your four non-cumulative exams will cover readings from the textbook and information discussed during our class meetings.

About the Instructor



I have a PhD in Clinical Psychology and I am a registered clinical psychologist in British Columbia. I have a regular academic appointment at UVic, which means that I split my time between teaching, research, and service. I also do clinical work from time to time for teaching purposes. I have a passion for using the scientific method to answer questions that can make a positive impact in peoples' lives, and I particularly enjoy designing longitudinal and intervention studies for adults who are struggling with issues of behaviour dysregulation (such as conflict, violence, and substance use) in their close relationships.

Learning Objectives

- To describe the symptoms, causes, consequences, and treatment options for various adult psychological disorders.
- To identify likely diagnoses from written clinical vignettes using DSM-V criteria.
- To accurately analyze findings from research studies on psychological disorders.
- To successfully counter common sources of mental health stigma with accurate and non-biased information.
- To develop an empathic and respectful stance towards individuals struggling with psychological disorders.

Evaluation and Grading Policy

Evaluation	Date	Percent
Exam 1	Mon, Sep 26	22.5%
Exam 2	Thu, Oct 24	22.5%
Exam 3	Thu, Nov 17	22.5%
Exam 4	(Finals Period; Date TBA)	22.5%
Group Discussions		10.0%
Total		100%

Grades

Your grades will be determined based on **six group discussions** (worth 10% towards your course grade), and **four non-cumulative exams** (worth 90% towards your course grade). Please see the attached course schedule for details.

Your final grade in the course will be based on your total percent score:

- | | | | |
|---------------|--------------|--------------|------------|
| A+ = 90 - 100 | B+ = 77 – 79 | C+ = 65 - 69 | F = 0 - 49 |
| A = 85 – 89 | B = 73 – 76 | C = 60 - 64 | |
| A- = 80 - 84 | B- = 70 – 72 | D = 50 - 59 | |

*If you do not complete each exam you will receive an “N” for the course.

*Please familiarize yourself with Important Course Policy Information (attached).

Group Discussions

To develop your ability to integrate your course knowledge, you will have the chance to participate in small group discussions periodically during the semester. Groups will complete **six in-class written assignments** regarding the analysis of actual clinical vignettes. The assignments will be worth 2 points each for a total of **10% towards your final grade**. Only students who are present for the class discussions will receive credit for each assignment.

Exams

To ensure that you are able to absorb the information presented in class and in the text, you will take **four non-cumulative exams** in this course. The exams will cover all material presented in class and assigned chapters. I have listed the assigned chapters for each exam on the course schedule. I design each exam to have 50 multiple-choice items. The exams will be worth **90% of your final grade**.



Attendance

In the case of a missed class, please get any information given out during class from fellow classmates. I am happy to answer any specific questions that you may have about the missed material, however **I am not able to provide you with my lecture notes.**

Makeup Policy

To maintain fairness with your fellow students, please attend all exams as scheduled. If you choose not to attend an exam, I will record a mark of zero unless you are able to submit documentation of an illness or family emergency **within one week from the date of the exam.** If I am able to accept your case of documented illness or emergency, your other three exams will be weighted at 30% each to determine your final grade.

Research Participation

To learn more about psychology research, you may earn 2% extra credit points toward your final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.5 extra credit point and up to 4 points may be credited toward this course, with 2 points required for a 1% increase in the final grade. Thus, **two hours of participation would earn the full 2% extra credit.** For details, go to the Department of Psychology research participant pool website: http://web.uvic.ca/psyc/research/participant_pool.php. Students in this course are encouraged to participate in studies pertaining to clinical psychology. Please be sure to assign your credits to this course no later than the last day of class, otherwise you will not receive the credit for 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, I will also provide an alternative written assignment.

Course Experience Survey

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). In the final two weeks of the term, an email will be sent inviting you to complete the CES online. But please wait and complete the CES in class. Towards the end of the term, I will set aside approximately 15 minutes at the beginning of class for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. I will remind you of the date about a week in advance, via an announcement in class and/or via an email announcement. You will need your UVic Netlink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. If you do not complete the CES during that class, you can complete it at a time of your choosing during the last two weeks of classes.



Resource Centre

If you have a mental or physical health issue and need an academic accommodation (such as extra time on exams or a quiet room for test taking), please register as soon as possible with the Resource Centre for Students with a Disability (RCSD):

<http://www.uvic.ca/services/rcsd/>.

Counselling Centre

If you feel that you need help with personal, career, or learning issues, the Counselling Centre provides free and confidential counselling to UVic students:

<http://www.uvic.ca/services/counselling/>.

Course Schedule

Month	Date	Day	Topic
September	8	Thu	Introduction
	12	Mon	Chapter 1 – Abnormal Behavior in Historical Context
	15	Thu	Chapter 2 – An Integrative Approach to Psychopathology
	19	Mon	
	22	Thu	Chapter 9 – Physical Disorders and Health Psychology (September 23 is the last day to add courses)
	26	Mon	Exam 1
	29	Thu	Chapter 5 – Anxiety, Trauma-Related, and Obsessive-Compulsive Disorders
October	3	Mon	
	6	Thu	
	10	Mon	**Holiday – No Class**
	13	Thu	Chapter 7 – Mood Disorders and Suicide
	17	Mon	
	20	Thu	
	24	Mon	Exam 2 – Not Cumulative
	27	Thu	Chapter 6 – Somatic Symptom and Dissociative Disorders (October 31 is the last day to drop courses without penalty of failure)
	31	Mon	
November	3	Thu	Chapter 11 – Substance-Related, Addictive, and Impulse-Control Disorders
	7	Mon	
	10	Thu	**Reading Break – No Class**
	14	Mon	
	17	Thu	Exam 3 – Not Cumulative
	21	Mon	Chapter 12 – Personality Disorders
	24	Thu	
	28	Mon	Chapter 13 – Schizophrenia and Other Psychotic Disorders
December	1	Thu	
			Exam 4 – Not Cumulative (Finals Period; Date TBA)

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2016-2017

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 383-386 of the UVic Calendar 2016-17.

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, 2016-17, p. 59-60)

- ***What to do if you miss an exam other than one scheduled during the formal examination 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 miss an exam scheduled during the formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the formal examination period. 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>

- ***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 formal examination period. 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.

OR, you can download the Request for Academic Concession form here:

<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/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). 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. **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.
3. **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.
4. **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.
5. **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. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

Other useful resources on Plagiarism and Cheating include:

1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. The Ombudsperson's office: <http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>