Mental health and well-being affect all aspects of our lives: how we interact with others and how others interact with us. Unfortunately, popular conceptions of these ideas are often misconstrued and, in fact, are often dependent on the culture and time that we are in. Throughout this course, we will address contemporary approaches to mental health and well-being as well as brief introductions to treatments. Well-being will be addressed from both disorder- and strength-based approaches. Please understand that this is not a diagnostic or analytic course, nor is it a treatment course. You will not be qualified to diagnose or treat anyone after taking this course, but you will have a good time learning about the basics of mental health and well-being.

**Monday - Friday**
12:30 pm - 2:20 pm

**Instructor**
Elliott Lee

**Contact**
esl@uvic.ca

**Office Hours**
Mon, Wed, Fri
2:30 - 3:30
Cornett A216

**TA**
Chantel Mayo

**Contact**
cmayo@uvic.ca

**Course Website**
CourseSpaces.uvic.ca

**Required Reading**
See schedule below or CourseSpaces for links - No textbook. It’s freeeeeeee!

**Learning Outcomes**
By taking this course, you will:
- develop understandings of both deficit- and strength-based approaches to well-being.
- learn to interpret and critically evaluate mental health and well-being research presented in mainstream media.
- learn to recognize mental deficits by clinical definitions.
- be able to relate life experiences to mental health effects.
- “express empathy toward the mentally ill and their families” (McCord, 2017)
- resolve all mental health problems in the world…just kidding.
**Expectations of Students**

- You are expected to think deep about the material, questioning what you are learning.
- You are expected to read the textbook and other assigned readings.
- You are expected to come to class.
- You are expected to complete all exams and assignments on time. If you cannot, you must contact the instructor as soon as possible (in advance, preferably) and provide approved documentation explaining your absence (e.g., doctor’s note).
- All of the tests are essential. Missing any will result in an N grade.
- A student whose academic performance is affected by injury, family or personal affliction, or illness should immediately consult with University Counselling Services, University Health Services, or another health professional, and may request, directly from the course instructor; deferral or substitution of a mid-term test or examination, or of other work which is due during the term. This request must be accompanied by supporting documentation. (from the Undergraduate Calendar - Academic Concessions)

- If you register late for the course, you are responsible for speaking to the instructor to make up for any missed material.

**About Me**

I am a PhD Candidate here at UVic who studies social psychology, including what are the best methods for improving well-being (especially how exposure to nature affects our well-being), how can we motivate people to engage with nature, and many other topics. Teaching has been a passion of mine for years and I am very excited to be involved in your learning of mental health and well-being.

**Expectations You Can Have of Me**

- I will be at every class (barring illness or other extenuating circumstances, in which case I will make alternative arrangements).
- I will read every e-mail you send me, but I have a life and do things other than teach this course, so I may not respond immediately.
- I promise a response within 24 hours of your e-mail, 60 hours on weekends.
- I put my heart and soul into planning and teaching this course.
- I care about your learning. If you don’t succeed, that could mean I have not been teaching you appropriately.
- I will do my best to make even the most boring material interesting.
- I care about the topic.
Evaluations
Tests (88%)

Test 1 (10%). Covers classes 1-3 (including all required readings and Episode 1 of the podcast). 50-minute multiple choice and short answer test at the beginning of July 10th class.

Test 2 (24%). Covers classes 4-8 (including all required readings and Episodes 2 and 3 of the podcast). 50-minute multiple choice and short answer test at the beginning of July 17th class.

Test 3 (24%). Covers classes 9-13. 50-minute multiple choice and short answer test at the beginning of July 17th class.

Test 4 (30%). The final test is cumulative, open-book, time-limited, and must be completed individually. It covers all classes, required readings, and podcasts. It will be completed on CourseSpaces, opening July 27th at midnight and closing Sunday, July 30 at 11:59pm. Late submissions will be considered a failing grade.

Podcast Reflections (12%)

Six podcast episodes will be released throughout the semester. You can subscribe to the podcast, *The Way We Are*, on iTunes or download the files from CourseSpaces. You are required to listen to them before the respective class and submit a brief (less than 1 page) informal document wherein you reflect and comment on what you learned from the podcast as well as come up with 2-3 quality discussion questions after listening to podcasts. You can submit the reflections on CourseSpaces or at the beginning of the respective class. The learning outcomes of the podcasts are that, after listening to the podcasts, you will:

- attend class having already practiced some of the material, generated questions (based upon thought-provoking components of the podcasts), and learned the core components of the material for the unit.
- experience a unique manner of connecting with the material, as opposed to traditional readings.

Bonus (4%)

Research Participation. You may earn up to 4% extra credit toward your 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 your final grade. For details on participating in research studies, you can click here. You can sign up for studies on SONA. 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.

Alternative Assignment. 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 the instructor, Elliott, to arrange for an alternative option involving written assignments.
**Cutoff Points for Final Grades**
The following is the grading policy of the University of Victoria effective May 1st, 2012. Final grades that end with a decimal point of 0.5 or above should be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 should be rounded to the next lower whole number. For example, if a final percentage grade is 89.5 – 89.9, the grade should be rounded to 90.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
</tr>
</tbody>
</table>
## Tentative Schedule (subject to change)

*Subscribe to an electronic version of this calendar here.*

<table>
<thead>
<tr>
<th>Class</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Dates</th>
<th>Podcast Release Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Thu July 6</td>
<td>History and Diagnosis</td>
<td>History of Mental Disorders</td>
<td></td>
<td>Podcast Reflection</td>
</tr>
<tr>
<td>3</td>
<td>Fri July 7</td>
<td>Anxiety Disorders</td>
<td>Anxiety Disorders</td>
<td></td>
<td>Episode 2</td>
</tr>
<tr>
<td>4</td>
<td>Mon July 10</td>
<td>Test 1 &amp; Mood Disorders</td>
<td>[The test will occur during the first 45 min of class and we will continue class afterwards.] Mood Disorders</td>
<td>Test 1</td>
<td>Podcast Reflection</td>
</tr>
<tr>
<td>5</td>
<td>Tue July 11</td>
<td>Mood Disorders</td>
<td>Mood Disorders</td>
<td></td>
<td>Episode 3</td>
</tr>
<tr>
<td>6</td>
<td>Wed July 12</td>
<td>Schizophrenia Spectrum Disorders</td>
<td>Schizophrenia Spectrum Disorders</td>
<td></td>
<td>Podcast Reflection</td>
</tr>
<tr>
<td>7</td>
<td>Thu July 13</td>
<td>Personality Disorders</td>
<td>Personality Disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Fri July 14</td>
<td>Dissociative Disorders</td>
<td>Dissociative Disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mon July 17</td>
<td>Test 2 &amp; Somatoform Disorders</td>
<td>[The test will occur during the first 50 min of class and we will continue class afterwards.] Somatoform Disorders</td>
<td>Test 2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Tue July 18</td>
<td>Sexual &amp; GID</td>
<td>Sexual &amp; GID</td>
<td></td>
<td>Episode 4</td>
</tr>
<tr>
<td>11</td>
<td>Wed July 19</td>
<td>Substance Use &amp; Eating Disorders</td>
<td>Substance Use - Sections 1-9; 11-14; 21 Eating Disorders - Not Section 7</td>
<td></td>
<td>Podcast Reflection</td>
</tr>
<tr>
<td>Class</td>
<td>Dates</td>
<td>Topic</td>
<td>Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Thu July 20</td>
<td>Impulse Control</td>
<td>Impulse Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Fri July 21</td>
<td>Disruptive Behaviour</td>
<td>Disruptive Behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mon July 24</td>
<td><strong>Test 3</strong></td>
<td>[The test will occur during the first 50 min of class and we will continue class afterwards]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Tue July 25</td>
<td>Psychopathy</td>
<td>Psychopathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sun July 30</td>
<td>Test Completed at Home. No Class.</td>
<td><strong>Test 4</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 310-313 of the UVic Calendar May 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, May 2017, p. 49-51)

- What to do if you miss the final exam scheduled on the last day of classes
  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.

- 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 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.

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/calendar2017-05/undergrad/info/regulations/academic-integrity.html, p. 45-48, UVic Calendar May 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 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. 55-58 in 2016-17).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-48 in May 2017)

Other useful resources on Plagiarism and Cheating include:

2. The Ombudsperson’s office: [http://wwwuvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf](http://wwwuvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf)