Psychology 260 (A01)
Introduction to Mental Health and Wellbeing
Fall 2018, TWF 8:30-9:20 a.m.
Engineering & Computer Sciences Building (ECS) 123

Meet your 260 Team
Instructor (September 1 to October 31): Dr. Brianna Turner
Email: briannat@uvic.ca
Office Hours: W 9:30-11:00am, COR A276 or by appointment

Instructor (November 1 to December 30): Fanie Collardeau
Email: faniecol@uvic.ca
Office Hours: Th 1:30-3:00pm, COR 210 or by appointment

Teaching Assistant: Carolyn Helps
Email: chelps@uvic.ca
Office Hours: Office hours will be held in “blocks” prior to and following exams; for schedule, please check CourseSpaces.

Course Description & Topics
This course considers foundational and contemporary issues in clinical and abnormal psychology. This course will 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. Please refer to the Important Course Policies (page 7) for more information about prerequisites. The final day to add courses is Sept 21. Students will not be automatically dropped from the course for non-attendance – you are
responsible for checking your registration before Sept 21 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: There are several purchasing options for this text. You may choose a bound copy (hardcover), a loose-leaf copy, or an electronic version of the text via MindTap (6 month access). MindTap will give you access to some additional learning activities, such as chapter quizzes, options to listen to audio-recordings of chapters, etc. You are NOT required to use MindTap for this course.

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

In-Class Learning Activities: We will be using TopHat for our in-class learning activities. Students should register an account with TopHat by Sept 10 to start earning participation marks (https://app.tophat.com/register/). The JOIN CODE for our class is 754901. Students who do not wish to sign up for TopHat may still participate in in-class quizzes and activities by turning in their responses on paper at the end of each class. Paper submissions must be clearly labeled with your name, V number, and date. Late submissions will not be accepted.

<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 Quizzes and Activities</td>
<td>In lecture Complete at least 20</td>
<td>0.5% each</td>
<td>10%</td>
</tr>
<tr>
<td>‘Watch and Learn’ Activities</td>
<td>Sept 21; Oct 19; Nov 27</td>
<td>5% each x 3</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exams</td>
<td>Oct 2; Oct 26; Final Exam Date TBA</td>
<td>25% each x 3</td>
<td>75%</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>
</tr>
</tbody>
</table>
Evaluation Activities

Your grade will be based on:

- **Exams:** Exams will include a mix of multiple-choice questions (around 40-45) and fill in the blank questions (5-10). Exams must be written on the scheduled date, unless you can provide documentation indicating you were physically unable to write the exam. Make-up exams will not be scheduled; see Important Course Policies for more information.

- **In-Class Participation Activities:** We will be using TopHat to facilitate in-class learning activities. These include multiple-choice questions, opinion polls, and discussions. You must be present in class to earn marks for in-class participation activities; please see Important Course Policies for more information. Students should purchase a subscription and register with TopHat by Sept 10.

- **Watch and Learn Activities:** Students will complete three “watch and learn” activities as homework, which will require you to watch videos (roughly 20-25 minutes) and then respond to a short quiz (5 multiple choice questions) about the video content. Videos will focus on a mix of course content and skills (e.g., conducting literature searches in Psychology; de-stigmatizing mental illness).

Grading

Per university policy, your final grade in the course will be based on your 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.

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 (pages 7-8). 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 web site (web.uvic.ca/psyc), 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 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 office hours to discuss questions **after you have completed the above activities**.

We will have regular opportunities to earn credit for completing in-class activities. You can earn up to 0.5% for each activity, to a maximum of 10% (meaning you need to complete at least 20 activities to earn full marks). Because these activities require you to be there in person, there will be **NO MAKE-UP OPPORTUNITIES** for in-class activities. This includes illness, emergencies, catastrophes, and scheduled events. If you are not in class, you cannot earn the marks. However, we will have in-class activities at least twice a week, meaning there will be a minimum of 25 opportunities to earn credits, so you can miss several activities and still earn full marks.
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.

Respect for Diversity
It is our 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 our intent to present materials and activities that are respectful of gender, sexuality, disability, age, socio-economic status, ethnicity, race, and cultural diversities. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Be Well
In this course especially, you will learn about the importance of maintaining your mental and physical wellbeing. As instructors, we hope this course will give you practical suggestions on how, when, and what to do to take care of yourself. Specifically, you’ll learn about how eating well, exercising or being physically active, getting enough sleep, maintaining social connections, engaging in activities that are meaningful and important to you, and taking time to relax can impact your wellbeing. These strategies can help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. Sometimes students in this course realize they could benefit from additional support, beyond their usual self-care activities. Some resources that you may wish to look in to include:

**UVic Counselling Services:** Offers free professional, confidential, inclusive support to currently registered UVic students. [www.uvic.ca/services/counselling/](http://www.uvic.ca/services/counselling/)

**Health Services:** Provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. [www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

**Centre for Accessible Learning:** The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/)

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. [www.uvic.ca/services/indigenous/students/programming/elders/](http://www.uvic.ca/services/indigenous/students/programming/elders/)

Additional mental health supports and services: [www.uvic.ca/mentalhealth/undergraduate/](http://www.uvic.ca/mentalhealth/undergraduate/)
**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>Topics</th>
<th>Readings</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 5, 7</td>
<td><em>Introduction and Course Overview</em></td>
<td>Chapter 1</td>
<td>All students must register with TopHat by the end of this week</td>
</tr>
<tr>
<td>2</td>
<td>Sept 11, 12, 14</td>
<td><em>What is Mental Health? What is Abnormal Psychology?</em></td>
<td>Chapters 2 &amp; 3 (pages 83-95 ONLY)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 18, 19, 21</td>
<td><em>Research Methods</em></td>
<td>Chapter 4</td>
<td>Watch &amp; Learn ACTIVITY 1 DUE SEPT 21</td>
</tr>
<tr>
<td>4</td>
<td>Sept 25, 26, 28</td>
<td><em>Stress, Health, Health Psychology</em></td>
<td>Chapter 9</td>
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</tr>
<tr>
<td>5</td>
<td>Oct 2, 3, 5</td>
<td><em>Anxiety Disorders</em></td>
<td>Chapter 5</td>
<td>EXAM 1 OCT 2 (covers chapters 1, 2, 3 [pp.83-95 only], &amp; 9)</td>
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<tr>
<td>6</td>
<td>Oct 9, 10, 12</td>
<td><em>Obsessive Compulsive, Trauma, Stressor-Related Disorders</em></td>
<td>Chapter 5</td>
<td></td>
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<tr>
<td>7</td>
<td>Oct 16, 17, 19</td>
<td><em>Mood Disorders &amp; Suicide</em></td>
<td>Chapter 7</td>
<td>Watch &amp; Learn ACTIVITY 2 DUE OCT 19</td>
</tr>
<tr>
<td>8</td>
<td>Oct 23, 24, 26</td>
<td><em>Neurocognitive Disorders</em></td>
<td>Chapter 15</td>
<td>EXAM 2 OCT 26 (covers chapters 5, 7, 15)</td>
</tr>
<tr>
<td>9</td>
<td>Oct 30, 31, Nov 2</td>
<td><em>Schizophrenia and Psychotic Disorders</em></td>
<td>Chapter 13</td>
<td></td>
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<tr>
<td>10</td>
<td>Nov 6, 7, 9</td>
<td><em>Substance-Related Disorders</em></td>
<td>Chapter 11</td>
<td></td>
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<tr>
<td>11</td>
<td>Nov 13, 14, 16</td>
<td><em>READING WEEK</em></td>
<td>NO CLASSES (including Friday)</td>
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<tr>
<td>12</td>
<td>Nov 20, 21, 23</td>
<td><em>Eating Disorders &amp; Sleep Wake</em></td>
<td>Chapter 8</td>
<td></td>
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<tr>
<td>13</td>
<td>Nov 27, 28, 30</td>
<td><em>Personality Disorders</em></td>
<td>Chapter 12</td>
<td>Watch &amp; Learn ACTIVITY 3 DUE NOV 27</td>
</tr>
<tr>
<td>14</td>
<td>Dec 4, 5</td>
<td><em>Legal &amp; Ethical Issues</em></td>
<td>Chapter 16</td>
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<td></td>
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<td><strong>To be announced...</strong></td>
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**Final Exam**

**Final Exam 3** (covers chapters 8, 11, 12, 13, 16)

*Note*: There will be no classes Nov 12-16 (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 313-317 of the UVic Calendar September 2018.

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 2018, p. 48-50)

• 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

• 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
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 [https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#), p. 45-47, UVic Calendar September 2018). 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. 46 in September 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2018) ([https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/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: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)