PSYC 260 (A01) – Mental Health and Wellbeing

Fall 2020  Mon & Thurs 1:00 pm - 2:20 pm  Online!!

Your Learning Facilitation Team

Course Facilitator:
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Assistant Professor,
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Assistant Learning Facilitator:
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Office Hours **via Zoom**
1) During/Following “Lab” Sessions
2) By appointment
   (email to make an appointment)

Technical Consultant:
Mooki the Cat

Course Description, Goals, and Prerequisites

Welcome to Mental Health and Wellbeing! This course provides a critical survey of concepts, theories, and the state of research in the areas of psychopathology and therapeutic methods from a North American perspective.

This course will expose you to many of the psychological disorders discussed in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The disorders covered in this course are not meant to be exhaustive but are meant to give you an understanding of many of the most common psychological difficulties (e.g. mood, anxiety, and substance use disorders) as well as some that are less common (e.g. mood, anxiety, and substance use disorders) as well as some that are less common (e.g. mood, anxiety, and substance use disorders).
schizophrenia) and even controversial (e.g. dissociative identity disorder).

In this course, you will review the DSM-5 diagnostic criteria and typical symptom presentations for these disorders, theories that explain why they may develop and persist, and some of the treatments for them.

Where possible, we will also use case examples to help us appreciate the complexity of psychological conditions and what it may be like to live with, or with someone who has, a psychological disorder.

NOTE: This course is not designed to teach students how to implement or conduct psychological assessments or treatments. Those skills are acquired in the context of extensive training in graduate school.

Specific learning objectives include:
- Recognize what it means for behaviour to be considered “abnormal” or “disordered”, and consider how we define “psychological health”
- Identify and distinguish diagnostic features of different psychological disorders and the diagnostic system of the American Psychiatric Association (DSM-5)
- Identify and discuss some of the biological, psychological, and social factors that may contribute to the expression and course of mental disorder vs. health
- Identify and differentiate therapies used for different psychological disorders and their effectiveness
- Develop and appraise empathy for the impact that psychological disorders have on patients and the stigma associated with these disorders.
- Examine some of the unresolved issues relating to our understanding of mental health and wellbeing, and what we can do to address these areas with future research and policy decisions

As a survey course, this course will cover a significant amount of information over the span of 13 weeks, and you will be expected to keep up with readings and assignment due dates, take good notes to study from, think critically, and apply your knowledge during live and online class discussions.

Note about prerequisites: The pre-requisites for this course are PSYC 100A and 100B. Please refer to the Important Course Policies at the end of this document for more information about prerequisites.

Students will not be automatically dropped from the course for non-attendance – the Last day for 100% reduction of tuition fees if dropping standard first term courses is Tuesday September 22, 2020 – you are responsible for checking your registration before Sept. 22, to ensure you are registered only in courses you have been attending. The final day to add courses is Friday September 25th, 2020.

Course Materials


NOTE: MindTap is required with the text for completion of online graded course assignments.

  - $99.95 from the Nelson website (https://www.cengage.ca/shop/isbn/9780176874759)
  - There is also a 2-week trial option when you sign up through this specific MindTap course, in case you are not yet sure whether you will continue in the course

- Other options are available from UVic Bookstore, including packages with add-on of the hardcover text

Online Participation: Packback Canada Discussion Community - $25.00 CAD
- Course Community access code - a9560ab-e8f-de4108-9cde-c51509f971c
Course Evaluation

Exams
- 45% of final course grade
- There are three exams, each worth 15% of the final course grade
- All exams are non-cumulative
  - Midterm #1 – Thursday October 8, 2020
  - Midterm #2 – Thursday November 12, 2020
  - Final Exam – TBD - During exam period

Quizzes/Assignments
- 20% of final course grade
  - Timed quizzes and assignments completed online within MindTap site
  - All assignments/quizzes are listed in the MindTap calendar tab with their due dates
  - It is your responsibility to ensure tasks are completed by their due dates to receive credit.

Packback Discussion Contributions
- 15% of final course grade
  - Packback Canada Discussion Community contributions
    - 7.5% for completion
    - 7.5% for quality/engagement

Group Video and Pamphlet Assignment
- 10% of final course grade
  - In groups of 4-5, students will choose from one of ~20 pre-determined sections of your textbook (with varying due dates), create engaging and entertaining ~5 minute videos and pamphlets summarizing important points.
  - Multiple due dates – students sign up for a group/topic on Brightspace in the first 2 weeks of the course

In-Class Assignments
- 10% of final course grade
  - Outputs/summaries/notes from 5 in class assignments will be counted toward this grade
    - 5% completion
    - 5% quality/comprehensiveness

Research Participation
- Participation in psychology research studies (or alternate written assignments in lieu of participation)
- Up to 2% BONUS added to final grade

**Additional detail regarding exams, MindTap quizzes/assignments, Packback discussions, group and in-class assignments, and research participation will be added to Brightspace and this syllabus once finalized.

Grades

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. Only final course grades will be rounded.

Final grades will be determined based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
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<tr>
<td>A</td>
<td>85-89%</td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
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<tr>
<td>B+</td>
<td>77-79%</td>
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<td>B</td>
<td>73-76%</td>
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<td>B-</td>
<td>70-72%</td>
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<tr>
<td>C+</td>
<td>65-69%</td>
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<td>C</td>
<td>60-64%</td>
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<td>D</td>
<td>50-59%</td>
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<td>F</td>
<td>≤ 49%</td>
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</table>
Students are expected to familiarize themselves with the Important Course Policy Information below. If you do not complete required components in this course, you will receive an “N” for the course.

**Course Technology (MindTap, Packback, Brightspace, Zoom, oh my!)**

We will use a variety of educational technology in this course including web-based applications. The use of technology is part of your engagement at the University. Some of these learning tools may collect, use and/or disclose your personal information.

Personal information is information about an identifiable individual; for example, your name or your email address. UVic cannot require students to disclose personal information to technologies or organizations which may store information on servers located outside of Canada because disclosure of personal information to vendors, systems or services storing or accessing that personal information outside of Canada is restricted by Section 30.1 of BC’s Freedom of Information and Protection of Privacy Act (FIPPA). For this reason, this course uses web-based applications that state that they store their data inside Canada. (Note that in the case of Packback, this company does store data in Canada, but states that their email servers and technical support may be located elsewhere, as such, please see below for an alternate enrollment option for this program if you have security concerns related to your personal information potentially moving outside of Canada).

We use these technologies to enhance your educational experience at UVic. If you are not comfortable providing your personal information to these services, please send us an email by 11:59 PM Sunday Sept. 12th about using an alternative (such as an alias or nickname). If we do not receive an email from you by that date, by continuing in this course, you agree to the use of these educational technologies in the course and the storage of personal information by their servers.

**Brightspace**

The Brightspace site for this course is accessible via https://bright.uvic.ca/d2l/home/56939.

Your learning facilitation team also highly recommends that you try out the Brightspace Pulse App for your phone or tablet (https://www.d2l.com/the-best-mobile-learning-experience/), which is super useful for keeping track of course deadlines and activities in the Brightspace calendar.

This site will provide important announcements and updates for the course, and will be where you find all of the course materials we post, including:

- Slides to support and add to the information in your textbook
- Videos to provide additional information and context to your readings
- Worksheets you will use to complete in-class assignments
- Assignment submission portals

**NOTE access to course materials on Brightspace will be “unlocked” after you have obtained a perfect score on the Syllabus Quiz in the “Welcome & Admin” module***

The Brightspace page for this course also includes a Discussion Board – this is a place where you can post specific course content questions, answer your peers’ questions, arrange study or work groups, share class notes or other course related information, etc.

The Brightspace page will be monitored by the learning facilitation team; any offensive language or disrespectful comments will not be tolerated, and those students will be removed from discussion boards. (UVic Non-Academic Misconduct Policy: https://www.uvic.ca/services/studentlife/assets/docs/AC1300.pdf)

**MindTap**

The MindTap site for this course is accessible via https://login.nelsonbrain.com/course/MTPQRHNQND43, or by using the Course Key for MindTap (MTPQ-RHNQ-ND43).

Please note that any grades posted on the Brightspace Grades page or on MindTap are posted for students'
information only, to view and track progress through the course. No grades are considered official, including any posted in Brightspace or MindTap at any point in the term, until the course has concluded and final grades have been formally approved and posted. Please contact me as soon as possible if you think there is an error in any grade posted on MindTap or Brightspace.

Packback Canada
The Packback Community for this course is accessible via https://questions.packback.ca/login. We will be sending a course roster to the Packback rep for this course, who will send out a welcome email which will allow you to enroll in this course component.***(see below)***

To register on Packback Canada: You will receive an email invitation from help@packback.co prompting you to finish registration. If you don’t receive an email (be sure to check your spam), you may instead register by following the instructions below:

1. Create an account by navigating to https://questions.packback.ca and clicking “Sign up for an Account”
   - Note: If you already have an account on Packback from another UVic course and used your UVic NetlinkID for that account, you can log in with those credentials.

2. Then enter our class community’s lookup key into the “Looking to join a community you don’t see here?” section at the bottom of the homepage.
   - Our community Lookup Key is: a9560abe-8fde-4108-9cdc-c51509fb971c

3. Follow the instructions on your screen to finish your registration.

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help with that website, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: https://vimeo.com/packback/Welcome-to-Packback-Questions.

***IF YOU HAVE SECURITY CONCERNS ABOUT BEING INCLUDED ON THE CLASS ROSTER SENT TO PACKBACK, YOU MUST INFORM US OF THIS BY EMAIL BY 11:59 PM ON SUNDAY SEPTEMBER 12TH, AND WE WILL REMOVE YOUR INFORMATION FROM THIS ROSTER.***

***if you opt to have your information removed from the roster that is forwarded to Packback, you will be responsible for initiating your enrollment in this course component (this option does allow you to use an alias instead of your name/email if you wish).

*** if you choose this option, you are ALSO responsible for ensuring the learning facilitation team are aware of the pseudonym you are using so your grades can be tabulated in the course.

UVic Zoom
In this class you will use your UVic Zoom account to join in for our synchronous class sessions and to attend live office hours, optional discussions, and exam review sessions.

3 Things to do before class:
1. Activate your UVic Zoom Account. Go to https://uvic.zoom.us and sign in with your UVic netlink ID and password to activate your account.
   - Do this now! Students must be signed in to their UVic Zoom accounts in order to enter any live sessions for this class.
     i. If you are not signed in, we will be unable to verify that you are a UVic student in this course, and you will not be allowed to enter the class session.
2. Try a Test Call to work out any technical difficulties well before class time (try now)
3. Complete the Student Zoom Orientation Guide here.
4. Review the Zoom instructions module on our Brightspace page for tips to successful zoom-ing for this course! (***(this content will be included in the syllabus quiz***)

(Very Important) Course Policies

**Online Classroom Environment**
In this class we will strive to create a supportive and collaborative environment. You are expected to be respectful of others’ opinions and ideas and to listen with an open mind.

Given the prevalence of psychological disorders, you may find that this course has personal relevance to you. Although it can be tempting to share your own experiences in class, as your learning facilitation team, we would ask you to think carefully before (and perhaps discourage you from) making personal self-disclosures in this large public forum. Although we strive to make this class environment a safe space, this is a large online class, and is in no way a confidential space. We cannot guarantee that what you share will remain private or that others in the class will respond in a sensitive and understanding way.

If you have thoughts or questions about course content that stem from your own experiences, we would encourage you to consider sharing these in such a way so that you do not specifically disclose personal experiences. This can be done by phrasing your statements and questions so that they are not referring to a specific person. For example, “because my aunt has Alzheimer’s disease, I’m wondering…”, could instead be asked as “it seems like a lot of people might get Alzheimer’s disease when they get older, I’m wondering…” . Also, please remember that psychological processes are complex and that one person’s individual experience may not reflect general trends or common symptoms.

**Sensitive Course Content**
Please also be aware that this course may be emotionally difficult for some students, and covers topics that could be “triggering” for some (e.g., eating disorders, trauma, suicide). Because everyone is different, what might be sensitive content for some people may not be sensitive for others. We ask you to consider that content in any course has the potential to be sensitive in nature to some individuals, and we would encourage you to consider your own tolerance for specific subjects when you make decisions about how you will engage with this course or whether you will take this course.

Please see the information at the end of this syllabus for some resources for how to seek out help or information if you have personal concerns about your mental health, the functioning of someone close to you, or the potential impacts of your experiences relating to any of the course content on your mental health or wellbeing.

**Please note:** Recent research indicates that individual trigger warnings about specific content may not be helpful in classroom contexts, and in some cases could possibly be harmful.

For additional information see:

As the topics of this course are mental health and psychological disorder specific, it is important for you to be aware from the outset that the topics covered by this course may be triggering, and it is equally important for you to modulate your own engagement with these topics with this in mind. At the same time, it is important for students to understand that in providing a comprehensive learning experience, it is not possible for the learning team to provide alternate readings or assignments that would at the same time still provide students with an equivalent level of understanding of the subject matter of the course.

Specific trigger warnings will not be offered when content is presented throughout the semester in this course. If you do, however, find yourself unexpectedly unable to engage with certain material in this course (despite this syllabus warning about the potential for triggering material), the route for addressing this
difficulty would be through an individual concession or accommodation. If you have a health reason for requiring such a concession or accommodation it is strongly encouraged that you discuss your potential need for concession or accommodation with Centre of Accessible Learning (CAL) staff, health services, and/or your doctor or other healthcare provider.

Class attendance
Attendance is strongly encouraged during scheduled Zoom class sessions which will occur on average once per week (see class schedule below). These class sessions will serve to support the information you learn through engaging with your textbook/MindTap, and the materials posted on the course Brightspace page. These sessions will involve psychology cases, discussion, and in-class assignments that will be graded. These sessions will not be lecture based, and will not provide a review of your readings.

In-class assignments will be based on group discussion during class sessions, and make up 10% of your final grade. These assignments must be submitted by 5pm on the day of the class session.

Attendance is optional during sessions listed with an * in the course schedule. These sessions will function as lab/live office hour/informal discussion period sessions. As this is an online course, much of the course material will be posted on Brightspace for you to review on your own time. You may use the 80 min of these optional sessions to spend time reviewing this course content independently, or you may attend or pop in to these sessions to have your questions about the course content and readings answered, discuss this content with the learning facilitators and other attending students, or use this time to meet with your project group to complete video and pamphlet project tasks in a breakout room.

Readings and Activities
Completion of all assigned readings is strongly encouraged, and **20% of your final grade is dedicated to quizzes in MindTap, which are based entirely on the readings.** It will be difficult to earn a good grade in this course if you do not read the assigned readings. You are expected to read the assigned readings in advance of the class for which they are assigned whenever possible, be prepared to engage in discussion, and to complete quizzes on the readings by their respective due dates.

Participation
Class participation is a critical part of learning. In-class participation is strongly encouraged, as class sessions will be primarily discussion based. **Engagement in class will be facilitated through in-class assignments (10% of grade) as well as opportunities for discussion and asking questions during class.**

Your participation via Packback questions/responses will also be formally assessed and contribute **15% of your final grade.**

Finally, participation in discussions on Brightspace discussion boards, although ungraded, is strongly encouraged to clarify course content, provide your thoughts and opinions in response to questions raised by your peers, and as a resource for forming/organizing optional study groups outside of class time. Taking advantage of the multiple venues for participation and engagement in this course will make this course more fun, social, and will enhance your learning experience.

Cell Phones and Laptop Usage during class sessions
Technology can support student learning (after all, we are using a digital classroom!), but it can also become a distraction. Research indicates that multi-tasking (e.g., texting or browsing the internet) during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from multitasking with non-course tasks during class sessions.

Missed Tests/Exams
Make-up midterms will **not** be offered in this course. **In the event of a missed midterm exam, students’ grades will be re-weighted (22.5% other midterm, 22.5% final exam).** Students are expected to write exams as scheduled unless they can provide acceptable reasons for missing an exam, such as an illness or family emergency.
If you miss a midterm due to illness, accident, or family affliction, you must send the instructor an email as soon as possible indicating that you will miss/have missed the midterm.

Students who miss any two exams, or a combination of multiple assignments and exams making up 30% or more of the total grades of the course may receive a grade of “N” in the course as they may be deemed to have missed too much of the course material to have met course completion requirements.

Students who miss the final examination should make a request for academic concession (see important policies at the end of this document for more details).

**Email Policy (please read carefully and adhere to this policy)**

- **Always** use the Brightspace Discussion Boards for course-related questions first!
  - All students will benefit from the reply, whether from the learning facilitation team, or your fellow students.
  - *If you send content related emails you will be asked to post your query on the discussion board instead. We will check the board regularly and address (relevant) unanswered messages.*

- If your question is of a personal nature, and so not suitable for the discussion board (think carefully about this), send it to the course email (psyc260_fall2020@uvic.ca).
  - Emails sent to any other email address may not be read.
  - ***Emails not suitable for discussion boards include those of a personal nature (e.g., illness).***

- Send email using the email address you have registered as your UVic email only, as this is the address we have on file for you, and we cannot guarantee we will return emails to non-registered addresses.
  - Each message must include your full name and student number in the body of the email.
  - Be sure to consult the course syllabus, Brightspace (including discussion boards) and MindTap/your textbook, **BEFORE** submitting any question about course content by email.

- If a question cannot easily or briefly be answered with a reply email, we will suggest that you schedule and attend an office hour instead.
- Emailing the learning facilitation team should rarely be seen as an alternative to attending office hours or using the discussion boards. However, many of you will have work/other course commitments, so a certain amount of email correspondence is expected (based, of course, on the policy above).

Whenever possible, emails will be replied to within 2 business days (48 hours; excluding weekends). If you do not receive a reply within this period, please resubmit your email, as some servers can be unreliable.

**Intellectual Property**

Course materials, including slides and other materials posted on Brightspace, are provided for the exclusive use of enrolled students. Do not share these materials with others. We do not want to discover that a student has put any materials into the public domain, has sold materials, or has given them to a person or company that is using them to earn money.

**Students should not create recordings of class zoom sessions.** As class sessions are not lecture based, but rather discussion based, recording these sessions would require individual permission of each student in attendance. As content presented during scheduled sessions is meant to support your learning, as opposed to providing additional learning material, session recording or review should not be required, and would not be expected to impact course performance.

**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 and critically discuss materials and activities in ways that are respectful of gender, sexuality, differing abilities, 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.

**Religious Accommodation**

As a student at the University of Victoria, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For our part, we will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a midterm) due to a religious observance, please let us know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

**Sustainability**

we hope that this course can be a “Green” course - a course with reduced environmental impact. Please remember that students account for a large proportion of course-related printing. Alternatives to printing may include saving the course syllabus, slides, e-textbook, onto your computer hard drive, the cloud, or an external drive or USB key and using electronic devices to take notes. If you must print, please make every effort to conserve paper by printing double-sided, printing more than one slide/page per sheet, or re-using scrap paper.

<table>
<thead>
<tr>
<th>Course Outline/Schedule</th>
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<tbody>
<tr>
<td><strong>Tentative Schedule – Readings and Content for Specific Classes May Vary</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept. 10</td>
<td>Welcome/Course Info</td>
<td>No Readings Assigned, but get a jump on Chapter 1 and 2!</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 14</td>
<td>Mental Health and Abnormal Psychology &amp; Overview of Theories &amp; Treatment Modalities</td>
<td>- Chapter 1 &amp; 2</td>
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<td></td>
<td>Sept. 17*</td>
<td>-</td>
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<tr>
<td>3</td>
<td>Sept. 21</td>
<td>Assessment and Diagnosis &amp; Research Methods</td>
<td>- Chapter 3 &amp; 4</td>
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<td></td>
<td>Sept. 24*</td>
<td>-</td>
<td>-</td>
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<tr>
<td>4</td>
<td>Jan. 28</td>
<td>Fear and Anxiety, Anxiety Disorders, OCD &amp; Trauma Related Disorders</td>
<td>- Chapter 5 &amp; 6 (for 6, Obsessive Compulsive and Related Disorders sections)</td>
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<tr>
<td></td>
<td>Oct. 1*</td>
<td>-</td>
<td>-</td>
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<tr>
<td>5</td>
<td>Oct. 5*</td>
<td>Midterm 1 Review (first 30 min of class)</td>
<td>- No chapters assigned – Catch up time!</td>
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<td></td>
<td>Oct. 8</td>
<td>Midterm 1 – 15%</td>
<td>(Chapters 1-5 &amp; OC sections of Chapter 6)</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 15</td>
<td>Trauma, Somatic and Dissociative Disorders</td>
<td>- Chapter 6 &amp; 7 (for 6, Somatic and Related Disorders sections)</td>
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<tr>
<td>7</td>
<td>Oct. 19</td>
<td>Mood Disorders and Suicide</td>
<td>- Chapter 8</td>
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<td></td>
<td>Oct. 22*</td>
<td>-</td>
<td>-</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
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<td>8</td>
<td>Oct. 26-Oct. 29*</td>
<td>Eating and Sleep Disorders</td>
<td>Chapter 9 &amp; 10</td>
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<tr>
<td>9</td>
<td>Nov. 2</td>
<td>Schizophrenia and Psychosis</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td>Nov. 5*</td>
<td>Midterm 2 – Review (first 30 min of class)</td>
<td>No chapters assigned – Catch up time!</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 9</td>
<td>READING BREAK!!</td>
<td>No chapters assigned – Catch up time!</td>
</tr>
<tr>
<td></td>
<td>Nov. 12</td>
<td>Midterm 2 – 15%</td>
<td>(Chapter 7-10, 14, Somatic parts of Chapter 6)</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 16-Nov. 19*</td>
<td>Personality Disorders</td>
<td>Chapter 13</td>
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<tr>
<td>12</td>
<td>Nov. 23-Nov. 26*</td>
<td>Neurodevelopmental Disorders &amp; Neurocognitive Disorders</td>
<td>Chapter 15 &amp; 16</td>
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<td>13</td>
<td>Nov. 30-Dec. 3*</td>
<td>Substance Use Disorders</td>
<td>Chapter 12</td>
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<td></td>
<td></td>
<td>Final Exam Review (first 30 min of class)</td>
<td>No chapters assigned – Catch up time!</td>
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<td>TBD</td>
<td></td>
<td>Final Exam (during exam period) – 15%</td>
<td>(Chapters 12-13, 15-16)</td>
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*attendance optional lab/live office hour/discussion period zoom sessions*
- these are sessions during which your learning facilitation team will be available via zoom, and you may choose to attend to ask questions or start discussions relating to the course material, or instead spend this time completing the online components of the course (e.g., reviewing slides, watching videos, etc.).
There will generally no pre-planned content for these zoom sessions with the exception of ~30 min of exam review poll Q&A game periods during the sessions preceding each exam.

**Caveat**
This syllabus is not etched in stone. Although we try to minimize changes as much as possible, we may need to make some necessary adjustments. Any changes will be announced in class and on Brightspace. Thus, it is your responsibility to attend class, ask your classmates or the learning facilitation team, or check the Brightspace page to be informed of any important changes.
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 the UVic Calendar September 2020.

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

• **What to do if you miss the final exam scheduled during the last day of classes**

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 last day of classes**

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. 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 September 2020.

The definitive source for information on Academic Integrity is the University Calendar. 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/)
   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.
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

**Social Life, Friends, & Community at UVic:**
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

**Counselling Services:**
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

**Health Services:**
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
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/. The sooner you let us know your needs, the quicker we 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.
www.uvic.ca/services/indigenous/students/programming/elders/

**Mental Health Supports and Services:**
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
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:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp