

**UNIVERSITY OF VICTORIA  
DEPARTMENT OF PSYCHOLOGY**

**PSYCHOLOGY 260 (A02) – Introduction to Mental Health &  
Wellbeing (CRN 13028)  
September to December 2022**

*As always, it is my privilege to:*

*Acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt, and WSÁNEĆ peoples whose historical relationships with the land continue to this day.*

**Instructor: Dr. Jody L. Bain**

**Office: Cornett A213**

**Phone / E-mail: 472-4491 / jlbain@uvic.ca**

**Office Hours: M: 13:00 to 14:00; W: 10:00 to 11:00; R: 13:00 to 14:00 or by appointment**

**Class time: September 7 – December 5, 2022**

**(No classes: September 30, Truth and  
Reconciliation &**

**October 10 -Thanksgiving &**

**November 9-11, 2022 – Reading Break)**

**Tuesday, Wednesday, Friday 8:30 to 9:30**

**MAC A 144**

**SUGGESTED TEXT: An Introduction to Mental Health and Illness –Clinical Perspectives Eds.:  
Savelli, M., Gillett, J., Andrews, G. (Oxford Press, 2020)**

**PURPOSE:** During this class I will address concepts, methods, and professional issues in clinical psychology, as well as the historical development of the profession, the scientist/practitioner model of training and practice, current clinical methods, ethical issues, and controversies of treatment approach.

I will focus on competencies of both the practitioner and the client/patient. In addition, discussion will include assumptions/weaknesses as well as strengths of particular approaches to specific disorders, such as the usefulness of Cognitive-Behavioural Therapy for pre- pubescent children.

Prerequisites for this course are PSYC 100A and 100B. Please refer to the Important Course Policies (page 9-12) for more information about prerequisites. Students who remain in this course who do not have these prerequisites do so at their own peril and are not exempt from having to complete the prerequisite courses if required for the degree program. Students are responsible for checking their registration status before the end of the add period. Students will not be added after this deadline. 100% fee reduction deadline is September 20<sup>th</sup>. 50% fee reduction deadline is October 11<sup>th</sup>.

**COURSE OUTLINE:** (subject to change as announced in class)

<b>September 7</b>	Introduction to course	Chapter 1
<b>September 9 – 23</b>	Evolution of Clinical Psychology Cultural Issues Ethical Issues	Chapter 2 Chapter 11 Chapter 12
<b>September 27</b>	<b>Quiz #1 (5%)</b>	
<b>September 28 – Oct. 7</b>	Classification/DSM-5 The Clinical Interview/ Assessment	

**(NO CLASSES OCTOBER 10, 2022 - Thanksgiving)**

<b>October 11</b>	<b>Examination #1 (15%)</b>	
<b>October 12 – Nov. 4</b>	Anxiety and Stress Mood Disorders Childhood/Developmental Disorders	Chapter 6,7 Chapter 5 Chapter 9
<b>November 8</b>	<b>Examination #2 (15%)</b>	

**(READING BREAK NOVEMBER 9 TO 11, 2022)**

<b>November 15-30</b>	Addiction Psychosis Eating and Sleep Disorders Treatment and Medications	Chapter 10 Chapter 4 Chapter 8 Chapter 3
<b>December 2</b>	<b>Examination #3 (15%)</b>	<b>Cumulative Exam</b>

## **EVALUATION**

**1. In-class Discussions:** There will be **five** in-class assignments/projects (3% each). These will be in the format of Group Discussions. They will be held on **September 16, September 28, October 12, October 26, November 15, 2022. These cannot be made up.**

**TOTAL VALUE: 15%**

**2. Assignments:** There will be **two** written assignments (10% each), out of several topics given, due in class on the dates indicated below. Each assignment will involve preparing a short discussion, peer-reviewed paper (**maximum = three** double-spaced pages). They are due on: **September 20, October 4, October 18, November 1, November 15, November 22, 2022. (Choose 2 of the 6 dates).**

**TOTAL VALUE: 20%**

**3. Examinations:** There will be **one** quiz (5%) and **three** short answer examinations (15% each for Exam #1, #2, #3) covering information presented in the class and in class discussions.

**TOTAL VALUE: 50%**

**4. Project: Choose one of the following options.**

### **OPTION A**

**Major essay:** It will involve preparing a discussion paper (maximum = **ten** double-spaced pages, approximately 3000 words) in response to a topic approved by the instructor. No late papers will be accepted. The topic **MUST BE APPROVED** by September 28, 2022. Without approval the paper will not be accepted. In addition, no late papers are to be submitted.

Essay is due: **November 23, 2022.**

**TOTAL VALUE: 15%**

### **OPTION B**

**Journal:** Keep a journal with at least one entry per week but (ideally one for each class day) reflecting your thoughts regarding key concepts in mental health, clinical evaluation, assessment as well as controversies. Include articles of interest with a commentary – these may be from a newspaper or any other form of mainstream media. Minimum of 10 entries – approximately 1 page double-spaced each.

Journal is due: **November 23, 2022.**

**TOTAL VALUE: 15%**

**Note: Students who have completed the following elements will be considered to have completed the course:**

- **element a: 3/3 exams (Total Value 45%)**
- **element b: 2/2 mini assignments (Total Value 20%)**
- **element c: 1/1 major project (Total Value 15%)**

Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course.

N is a failing grade and factors into GPA as a value of 0. In accordance with the [University’s policy on academic concessions](#), “A student who completes all course requirements is not eligible for an academic concession”. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

<b>A+ 90 – 100%</b>	<b>B+ 77 – 79%</b>	<b>C+ 65 – 69%</b>	<b>F &lt; 49.5%</b>
<b>A 85 – 89%</b>	<b>B 73 – 76%</b>	<b>C 60 – 64%</b>	
<b>A- 80 – 84%</b>	<b>B- 70 – 72%</b>	<b>D 50 – 59%</b>	

**Important Notices:**

**The course requires an ongoing commitment to a number of assignments and projects. Please be attentive to the due dates. Late submissions, without an accompanying medical note, note of family affliction, or note from a U.Vic coach regarding an athletic event will not be accepted. All assignments are due in class on the assigned day.**

## Mini Assignment Topics

**You must use APA #7 formatting style.**

**You will be choosing TWO of these.**

**Essays are to be three pages in length, double-spaced, and typewritten. 10% each - TOTAL: 20%**

**Evaluation: each assignment will be graded on the following criteria:**

<b>technical (spelling, typography, semantics):</b>	<b>2 marks</b>
<b>scholarship (convincing presentation):</b>	<b>4 marks</b>
<b>psychological construct:</b>	<b>2 marks</b>
<b>organization:</b>	<b>2 marks</b>

1. Discuss the normal-abnormal continuum including addressing cultural differences in expected symptomatology and diagnosis.
2. Compare and contrast two models that address causality of disordered behaviours (e.g., CBT and classic psychodynamic theory) with regard to strengths and weaknesses.
3. Discuss the drives and needs behind psychiatric deinstitutionalization in Canada and any problems or difficulties that have risen since the closure of many facilities.
4. Discuss the assumptions behind the use of projective and objective tests. Is either form valid to understand personality?
5. Psychopathy, sociopathy, and anti-social personality disorder – are these essentially the same disorder?
6. Discuss the rationale behind accepting and rejecting safe injection sites in Canada.
7. The delivery of mental health services has, for the most part, evolved differently from the provision of addiction treatment throughout the last century. This has led to the emergence of two distinct systems of care and support – one for individuals with mental illness and another for individuals with an addiction. Discuss possible benefits and concerns if the two systems were integrated and perhaps merged.
8. Gender reorientation is a form of medical treatment that takes place in phases through what used to be called the 'real life test' and is now called the 'real life experience'. The phases of the 'real life experience' include interpersonal transition from the biologically assigned sex to the felt gender identity; document transition, which includes changes of birth certificate, driver's license etc.; and physical transition, which includes hormone therapy and surgery. The 'real life experience' requires the pre-operative individual to 'live' in their felt gender for a prolonged period of about one to two years. Discuss possible mental health concerns that may arise during gender identity development and gender social role conformation and acceptance.

## 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](http://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](mailto:svpcoordinator@uvic.ca)

Web: [www.uvic.ca/svp](http://www.uvic.ca/svp)

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Winter Session 2022

### **Accessible Learning**

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the [Centre for Accessible Learning](#) (CAL).

### **Attendance and Absences**

**Attendance is important.** Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

### **Children and Pets**

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

### **Class Recording and Auto-Captioning Statement**

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

### **Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online**

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca)

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

## Disclaimer

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is round to 84% and 84.50% is rounded to 85%).

## Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

## Ombudsperson and Academic Concerns

From the course calendar...

*Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.*

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

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<sup>1</sup> Syllabi belong to the department through which the course is administered.



## 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 2022.

**The definitive source** for information on Academic Integrity is the University Calendar

### Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>  
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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on **Avoiding Plagiarism**

## 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](#).

## 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.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

## Request for Academic Concessions: In the Event of Illness, Accident or Family Affliction

Request for Academic Concession form: <http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- **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.
- **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, contact your course instructor (or designated teaching assistant) to let them know why you missed the exam. Medical documentation is not required.
- **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. 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 if the missing work has been deemed required. Note, only required course components may be deferred.

## Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

## Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

## This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

## University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

### Academic Important Dates

#### Winter session - first term (September – December)

Wednesday, Sept 7 <sup>th</sup>	First term classes begin for all faculties
Tuesday, Sept 20 <sup>th</sup>	Last day for 100% reduction of tuition fees for standard first term and full year courses 50% of tuition fees will be assessed for courses dropped after this date.
Friday, Sept 23 <sup>rd</sup>	Last day for adding courses that begin in the first term
Friday, Sept 30 <sup>th</sup>	National Day for Truth and Reconciliation (No Classes)
Monday, Oct 10 <sup>th</sup>	Thanksgiving Day (No Classes)
Tuesday, Oct 11 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Monday, Oct 31 <sup>st</sup>	Last day for withdrawing from first term courses without penalty of failure
Nov 9 <sup>th</sup> - Nov 11 <sup>th</sup>	Reading Break for all faculties
Monday, Dec 5 <sup>th</sup>	National Day of Remembrance and Action on Violence Against Women Classes and exams cancelled from 11:30 am - 12:30 pm
Monday, Dec 5 <sup>th</sup>	(Friday course schedule) Last day of classes in first term for all faculties
Dec 7 <sup>th</sup> - Dec 21 <sup>st</sup>	First-term formal examination period

#### Winter session - second term (January – April)

Monday, Jan 9 <sup>th</sup>	Second term classes begin for all faculties
Sunday, Jan 22 <sup>nd</sup>	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 <sup>th</sup>	Last day for adding courses that begin in the second term
Sunday, Feb 12 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 <sup>th</sup> - Feb 24 <sup>th</sup>	Reading Break for all faculties
Tuesday, Feb 28 <sup>th</sup>	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 <sup>th</sup>	Last day of classes in second term for all faculties
Apr 11 <sup>th</sup> - Apr 26 <sup>th</sup>	Second-term formal examination period

# BE WELL



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/](http://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/](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/). 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/](http://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/](http://www.uvic.ca/mentalhealth/undergraduate/)