PSYC 260 (A01) Mental Health and Wellbeing

Winter 2019  Mon & Wed 4:30-5:50pm  DSB C103

Contact Information

**Course Instructor:**
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**Office Hours:** By appointment

**Office:** COR A078b
**Office Hours:** TBA on CourseSpaces, and by appointment

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. This course will expose you to many of the psychological disorders of 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 disorders (e.g. mood, anxiety, and substance use disorders) as well as some disorders that are less common (e.g. schizophrenia) and even controversial (e.g. dissociative identity disorder).

We will review the diagnostic criteria and typical symptom presentation for these disorders, the theories that explain why they may develop and persist, and some of the treatments available. We also will 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. 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:

- Understand what it means for behaviour to be considered “abnormal” or “disordered”, and consider how we should define “psychological health”
- Identify diagnostic features of psychological disorders and the diagnostic system of the American Psychiatric Association (DSM-5)
- Understand 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 discuss their effectiveness
- Expand empathy for the impact that psychological disorders have on patients and the stigma associated with these disorders.
- Recognize 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 lot of information in the span of 12 weeks, and you will be
expected to keep up with readings, take good notes to study from, think critically, and apply your knowledge in class discussions, which are encouraged!

**Note about prerequisites:** The pre-requisites for this course are PSYC 100A and 100B. Please refer to the Important Course Policies (page 9-12) for more information about prerequisites.

Students **will not be automatically dropped** from the course for non-attendance – the drop deadline is Sept. 17 for first term courses – you are responsible for checking your registration before Sept. 17 to ensure you are registered only in courses you have been attending. The final day to add courses is Sept 20.

**Textbook**


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

- E-Book w/MindTap Access Code - ISBN 0176711856** (best price option)
- Loose Leaf Text w/MindTap Access Code - ISBN – 0176854789

**Course Evaluation**

**Midterm Exams**

- There will be two midterm exams
- Each worth 25% of final course grade
  - Midterm #1 – Monday September 30, 2019 – 4:30-5:50pm
  - Midterm #2 – Monday November 4, 2019 – 4:30-5:50pm

**MindTap Quizzes/Assignments**

- 25% of final course grade
  - Timed quizzes and assignments completed online within MindTap site
  - All assigned items will be listed in MindTap with their due dates – it is your responsibility to ensure that these tasks are completed by their respective due dates to receive credit.

**Final Exam**

- 25% of final course grade
  - During the December examination period (date, time, and location TBA)
  - Non-cumulative, covering course material after Midterm #2 only

**Research Participation**

- Up to 2% BONUS added to final grade

**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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>B+</td>
<td>77-79%</td>
</tr>
<tr>
<td>B</td>
<td>73-76%</td>
</tr>
<tr>
<td>B-</td>
<td>70-72%</td>
</tr>
<tr>
<td>C+</td>
<td>65-69%</td>
</tr>
<tr>
<td>C</td>
<td>60-64%</td>
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<tr>
<td>D</td>
<td>50-59%</td>
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<tr>
<td>F</td>
<td>≤ 49%</td>
</tr>
</tbody>
</table>
Students are expected to familiarize themselves with the Important Course Policy Information (pages 9-12). If you do not complete each of the required components in this course, you will receive an “N” for the course.

**MindTap and CourseSpaces**

**CourseSpaces**
The CourseSpaces site associated with this course is accessible via https://coursespaces.uvic.ca/. This site will provide important announcements and updates for the course, as well as lecture slides in PDF format. Please check frequently! It also includes a Discussion Board – a place where you can post questions, answer your peers’ questions, arrange study groups, share lecture notes or other course related information, etc.

Discussion boards will be monitored by the course instructor; any offensive language or disrespectful comments will not be tolerated, and those students will be removed from the discussion.

**MindTap**
The MindTap site associated with this course is accessible via https://login.nelsonbrain.com/course/MTPNC8QN-R9RN or by using the Course Key for MindTap (MTPNC8QN-R9RN).

Please note that any grades posted within the CourseSpaces 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 CourseSpaces of 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 CourseSpaces.

**(Very Important) Course Policies**

**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, I strongly discourage you from making personal self-disclosures. When students make personal disclosures, it can make other students uncomfortable because they don’t know how to respond. In addition, this is not a confidential space. I cannot guarantee that what you share will remain private or that others will respond in a sensitive manner. If you have thoughts or questions about course content that stem from your own experiences, I encourage you to share them in a more general way so that others do not know that you are referring to a specific person. Also, please remember that psychological processes are complex and that a person's individual experience may not necessarily reflect general trends.

Please also be aware that this course can be emotionally difficult for some students and will cover topics that can be triggering (e.g. abuse, trauma, suicide). Because everyone is different, what might be sensitive content for some people may not be sensitive for others. Consider that content in any course has the potential to be sensitive in nature. Please see below information for some resources for how to seek out help or information if you have personal concerns about your psychological functioning or the functioning of someone close to you.

**Class attendance**
Attendance is strongly encouraged. Lectures can involve videos, introducing new material, and brief in-class activities. Therefore, lectures will not simply be a review of the readings. As well, exams will be based on readings, lectures, and in-class media/activities, so regular attendance will help you earn a higher grade in the course. If you miss class, it is your responsibility to obtain any notes for that day from a classmate. It is also your responsibility to find out about any information presented during class including changes to the
syllabus, announcements, and assignments.

Readings and Activities
Completion of all assigned readings is strongly encouraged, and 25% of your final grade is dedicated specifically to activities in MindTap, which will be based 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 were assigned whenever possible, and be prepared to engage in discussion.

Participation
Class participation is a critical part of learning and is strongly encouraged. Your participation in discussions and questions raised by students will make this course more engaging and fun!

Cell Phones and Laptop Usage
Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting or going online) during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for entertainment during class. Do not display any material on a laptop which may be distracting or offensive to your fellow students. Laptops may be used only for legitimate classroom purposes. Checking social media, email, texting, games, and other online activities are not legitimate classroom purposes. Such inappropriate laptop and mobile phone use is distracting to those seated around you.

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 (37.5% other midterm, 37.5% final exam) if appropriate documentation is provided within one week of the missed midterm. Students are expected to write exams as scheduled unless they 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 the instructor 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, and indicate that you are likely too ill to sit for a test on dates including the date of the midterm.

If you are too ill 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.

Students who miss both 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.

Students who miss the final examination should make a request for academic concession (see important polices pg. 9-12 for more details).

Email Policy (please read carefully and adhere to this policy)
• Always use the CourseSpaces Discussion Boards for course-related questions first! All students will benefit from the reply, whether from the instructor, TA, or your fellow students.
  o 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 not suitable for the discussion board (think carefully about this), send it to ONE person only. Do not send the same email to multiple recipients (e.g., instructor and TA). Emails not suitable for discussion boards include those of a personal nature (e.g., illness).
• Send email using your UVic email account only, as the server treats messages using some other accounts as spam. The server also sometimes returns emails sent from a forwarding address, so it’s a good idea to keep your UVic email account separate and check it regularly.
• Each message to the instructor or TA must include PSYC 260 in the subject line and include your full name and student number in the body of the email.
• Be sure to consult the course syllabus, CourseSpaces (including discussion board) and MindTap sites, and textbook BEFORE submitting an inquiry by email.
• If a question cannot easily or briefly be answered with a reply email, we will suggest that you attend office hours.
• Emailing the instructor or TA should rarely be seen as an alternative to attending office hours or using the discussion board. 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, email inquiries will be replied to within 2 business days (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 lecture slides/materials posted on CourseSpaces, are provided for the exclusive use of enrolled students. Do not share them with others. We do not want to discover that a student has put any of these materials into the public domain, has sold these materials, or has given these materials to a person or company that is using them to earn money.

Students may create audio-recordings of the lectures for their personal use. Recordings are intended to permit lecture content review so as to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class. Students should note that since audio recordings are to be permitted, their voice may be recorded by others during the class. Please speak to the instructor if this is a concern for you.

*Students agree to the following terms when creating audio recordings of lectures:* Recordings are not to be distributed without the permission of the instructor via the Internet, using social media such as Facebook, peer-to-peer file sharing such as One Drive or Dropbox, or other distribution channels. Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments, or if the instructor permits for other reasons. Non-compliance with these terms violates an instructor’s intellectual property rights and the Canadian Copyright Act.

**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.

**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 my part, I 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 me 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**
I hope that this course can be a “Green” course, or a course with reduced environmental impact. I am committed to reducing the course’s paper usage as much as possible, and so have not printed syllabi or other materials for you. In relation to reducing our environmental impact, please remember that students account for a large proportion of course-related printing. Alternatives to printing may include saving the course syllabus, lecture 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.
Course Outline/Schedule

Tentative Schedule – Readings and Content for Specific Classes May Vary

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 4</td>
<td>Welcome/Course Info</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 9, 11</td>
<td>Mental Health and Abnormal Psychology</td>
<td>Chapter 2</td>
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<tr>
<td></td>
<td></td>
<td>Overview of Theories &amp; Treatment Modalities</td>
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<tr>
<td>3</td>
<td>Sept. 16, 18</td>
<td>Assessment and Diagnosis</td>
<td>Chapter 3</td>
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<tr>
<td></td>
<td></td>
<td>Research Methods</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 23, 25</td>
<td>Fear and Anxiety &amp; Trauma Related Disorders</td>
<td>Chapter 5.1 &amp; 5.6 (Mon) Rest of Chapter 5 (Wed)</td>
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<td></td>
<td></td>
<td>Anxiety Disorders &amp; OCD</td>
<td></td>
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<tr>
<td>5</td>
<td>Sept. 30,</td>
<td>Midterm 1 – 25% (Mon. Sept. 30)</td>
<td>Chapter 9 (**for Wed - not on midterm 1)</td>
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<td></td>
<td>Oct. 2</td>
<td>- Chapters 1-5</td>
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<td></td>
<td>- Stress, Health, and Health Psychology</td>
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<tr>
<td>6</td>
<td>Oct. 7, 9</td>
<td>Mood Disorders and Suicide</td>
<td>Chapter 7</td>
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<td>7</td>
<td>Oct. 14, 16</td>
<td>THANKSGIVING DAY! (No Class Monday)</td>
<td>Chapter 6</td>
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<td></td>
<td></td>
<td>- Somatic and Dissociative Disorders (Wednesday)</td>
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<tr>
<td>8</td>
<td>Oct. 21, 23</td>
<td>Eating and Sleep Disorders</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 28, 30</td>
<td>Schizophrenia and Psychosis</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 4, 6</td>
<td>Midterm 2 – 25% (Mon. Nov. 4)</td>
<td>Chapter 10 (**for Wed - not on midterm 2)</td>
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<td>- Chapters 6-8, 13, rest of 5</td>
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<td></td>
<td></td>
<td>- Sexual Disorders</td>
<td></td>
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<tr>
<td>11</td>
<td>Nov. 11, 13</td>
<td>READING BREAK! – NO CLASS MON OR WED THIS WEEK</td>
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<tr>
<td>12</td>
<td>Nov. 18, 20</td>
<td>Personality Disorders</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 25, 27</td>
<td>Neurodevelopmental &amp; Neurocognitive Disorders</td>
<td>Chapters 14 &amp; 15</td>
</tr>
<tr>
<td>14</td>
<td>Dec. 2, 4</td>
<td>Substance Use Disorders</td>
<td>Chapter 11</td>
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<td></td>
<td>Legal &amp; Ethical Issues</td>
<td>Chapter 16</td>
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<tr>
<td></td>
<td></td>
<td>Final Exam (during exam period) – 25%</td>
<td>Chapter 10-12, 14-16</td>
</tr>
</tbody>
</table>

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 (not, however, to test or assignment dates). Any changes will be announced in class and on CourseSpaces. Thus, it is your responsibility to attend class, ask your
classmates or the instructor, or check the course webpage to be informed of any important changes.

Details on Evaluation

Exams

There will be two midterms. These two exams are non-cumulative, meaning that the 1st will include material up to the date of that exam, and the 2nd will include material covered between the 1st and 2nd midterm dates.

- Late to a midterm? Students cannot start an exam after someone has turned in an exam. E.g., if Student A turns in an exam at 5:00pm, and Student B shows up at 5:10pm, Student B will not be allowed to take the exam.

The final exam will be scheduled during the December exam period (date TBA). The exam is non-cumulative; it will test students’ knowledge of lecture material and readings covered after the 2nd midterm.

Exam and Midterm questions will be based on all assigned readings (whether or not they were specifically discussed in class), lectures, as well as any videos or other interactives either presented in class or assigned for at home viewing.

The format of midterms and the final exam will be mainly multiple choice with some short answer/fill in the blank style questions. The midterms will be written during class time and will be 1.5 hours in length. The final exam will be written during a 2 hour exam time-slot.

MindTap Activities

These activities will include chapter quizzes, short video clips with follow-up questions, and some open ended response questions relating to either chapter content or video clips.

Scores on each task marked as “Counts Towards Grade” on the MindTap course site will be included in your total mark for this component of the course (i.e. making up 25% of your final course grade).

Chapter quizzes are quizzes completed in MindTap, and are meant to be completed AFTER you feel comfortable with the material in a given chapter. These quizzes will be made up of multiple choice questions. Chapter quizzes that are marked as “Counts Towards Grade” on the MindTap course site will make up 64% of the MindTap portion of your grade. Please note that there is a Chapter quiz marked as “Counts Towards Grade” for each assigned chapter, however, your best 8 of these quizzes will be counted toward this portion of your grade. As a result, it is to your benefit to complete all of the quizzes so that your best scores will be counted (and to help you prepare for your exams in the course), however, at minimum, you should complete at least 8 of these chapter quizzes.

Reflections are open ended questions asking you to respond to questions based on material from the chapter and/or related videos (e.g., Continuum Video Project or Profiles in Psychopathology Videos) by typing in your response to each question asked. Reflections marked as “Counts Towards Grade” on the MindTap course site will make up 20% of the MindTap portion of your grade.

Concept Clips are short videos that are meant to accompany some chapters in the text. You scores on the questions associated with concept clips that are marked as “Counts Towards Grade” on the MindTap course site will make up 16% of the MindTap portion of your grade.

MindTap activities for each Chapter will be due the Sunday of the week following chapter assignment; respective due dates are all noted on the MindTap course site with each activity. Grades on activities completed after their respective due dates WILL NOT be included in calculation of your final mark for this course component, and so will not benefit your grade in 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.
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 309-312 of the UVic Calendar September 2019.

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 2019, p. 49-51)

• 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

• 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
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/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf], (p.45-47, UVic Calendar September 2019). 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 2019).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2019) [https://web.uvic.ca/calendar2019-09/pdfs/undergraduate-201909_Part4.pdf]

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.


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/

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: sypcoordinator@uvic.ca

   Web: www.uvic.ca/svp