

**UNIVERSITY OF VICTORIA
DEPARTMENT OF PSYCHOLOGY**

**PSYCHOLOGY 260 (A02) – Introduction to Mental Health &
Wellbeing
September to December 2021**

Instructor: Dr. Jody L. Bain
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Office Hours: M/T/W: 10:00 to 11:00 or by appointment

Class time: September 8 – December 6, 2021
**(No classes October 11 -Thanksgiving &
November 10-12, 2021 – Reading Break)**

Tuesday/Wednesday/Friday: 8:30 to 9:20 – CLE A 127

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.

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

September 8	Introduction to course	Chapter 1
September 10 - 22	Evolution of Clinical Psychology Cultural Issues Ethical Issues	Chapter 2 Chapter 11 Chapter 12
September 24	Quiz #1 (5%)	
September 28 – Oct. 8	Classification/DSM-5 The Clinical Interview/ Assessment	

(NO CLASSES OCTOBER 11, 2021 - Thanksgiving)

October 13	Examination #1 (15%)	
October 15 – Nov. 5	Anxiety and Stress Mood Disorders Childhood/Developmental Disorders	Chapter 6,7 Chapter 5 Chapter 9
November 9	Examination #2 (15%)	

(READING BREAK NOVEMBER 10 TO 12, 2021)

November 16 -Dec 1	Addiction Psychosis Eating and Sleep Disorders Treatment and Medications	Chapter 10 Chapter 4 Chapter 8 Chapter 3
December 3	Examination #3 (15%)	Cumulative Exam

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 17, October 1, October 15, October 29, November 19, 2021. 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 paper (**maximum = three** double-spaced pages). They are due on: **September 21, October 5, October 19, November 2, November 16, November 24, 2021. (Choose 3 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 30, 2021. Without approval the paper will not be accepted. In addition, no late papers are to be submitted.

Essay is due: **November 23, 2021.**

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, general wellness, 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 15 entries – approximately 1 page double-spaced each.

Journal is due: **November 23, 2021.**

TOTAL VALUE: 15%

Note: You are responsible for materials in lectures you do not attend. Tests and examinations will contain short-answer questions. Missed examinations with a valid reason will be made up at the earliest convenient time. If you miss an examination due to illness, accident, or family affliction, you must apply get in touch with the instructor. Missed examinations without a valid reason will receive a score of zero.

Mini Assignment Topics

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:

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

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.

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Fall 2021

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 2021.

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 formal exam period***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

- ***What to do if you miss an exam other than one scheduled during the formal exam period***

Do not apply at Records Services for a "Request for Academic Concession". Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

- ***What to do if you require additional time to complete course requirements***

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student's academic record.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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 2021.

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/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.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

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: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp