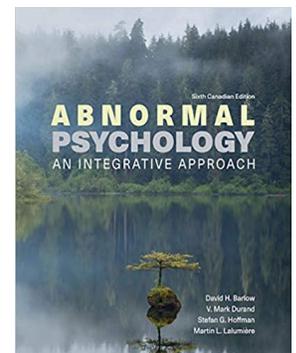


Psyc 260 (A01)
Introduction to Mental Health and Wellbeing
Spring, 2022
Mondays & Thursdays 1:00pm to 2:20pm
HHB 105

Instructor *Dr. Erica Woodin*, Cornett A264, psyc.260@uvic.ca, 250-721-8590
Office Hours: By appointment on Zoom

Teaching Assistant *Jessie Lewis*, jessilew@uvic.ca
Office Hours: By appointment on Zoom

Required Text Barlow, D. H., Durand, V. M., Hofman, S. G., & Lalumiere, M. L. (2020).
Abnormal Psychology – An Integrative Approach. 6th Canadian Edition.
Cengage.



Course Website <http://bright.uvic.ca>

Login using your Netlink Username and Password. Obtain lecture outlines, interesting website links, a course calendar, class announcements, exam study tips, and your grades.

Territorial Acknowledgement

I acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and ƵSÁNEĆ peoples whose historical relationships with the land continue to this day.

Course Description

I have designed this course to allow us to explore various aspects of mental health, with a focus on the scientific bases of contemporary theories of the major psychological disorders in adulthood. The topics we will cover include stress and physical and mental health, mood and anxiety disorders, substance use disorders, somatic symptoms and dissociative disorders, personality disorders, and schizophrenia and other psychotic disorders. I will discuss these topics from a variety of biological, psychological, and socio-cultural perspectives. This course will also place an emphasis on psychological wellbeing, including discussion of prevention and treatment approaches for psychological disorders. Our class meetings will include lectures, videos, and small group discussions. Your three non-cumulative exams will cover readings from the textbook and information discussed during our class meetings.

About the Instructor



I have a PhD in Clinical Psychology and I am a registered clinical psychologist in British Columbia. I have a regular academic appointment at UVic, which means that I split my time between teaching, research, and service. I also do clinical work from time to time for teaching purposes. I have a passion for using the scientific method to answer questions that can make a positive impact in peoples' lives, and I particularly enjoy designing longitudinal and intervention studies for adults who are struggling with issues of behaviour dysregulation (such as conflict, violence, and substance use) in their close relationships.

Intended Learning Outcomes

- To describe the symptoms, causes, consequences, and treatment options for various adult psychological disorders.
- To identify likely diagnoses from written clinical vignettes using DSM-V criteria.
- To accurately analyze findings from research studies on psychological disorders.
- To successfully counter common sources of mental health stigma with accurate and non-biased information.
- To develop an empathic and respectful stance towards individuals struggling with psychological disorders.

Respect for Diversity

It is my 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 my intent to present materials and activities that are respectful of diversity: gender, sexuality, age, disability, physical appearance, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Evaluation and Grading Policy

Evaluation	Date	Percent
Exam 1	Thu, Feb 3	30%
Exam 2	Thu, Mar 10	30%
Exam 3	(Finals Period; Date TBA)	30%
Group Discussions		10%
Total		100%

Grades

Your grades will be determined based on **five group discussions** (worth 10% towards your course grade), and **three non-cumulative exams** (worth 90% towards your course grade). Please see the attached course schedule for details.

Your final grade in the course will be based on your total percent score:

- | | | | |
|---------------|--------------|--------------|------------|
| A+ = 90 - 100 | B+ = 77 – 79 | C+ = 65 - 69 | F = 0 - 49 |
| A = 85 – 89 | B = 73 – 76 | C = 60 - 64 | |
| A- = 80 - 84 | B- = 70 – 72 | D = 50 - 59 | |

- *If you do not complete each exam you will receive an “N” for the course.
- *Please familiarize yourself with Important Course Policy Information (attached).

Group Discussions

To develop your ability to integrate your course knowledge, you will have the chance to participate in small group discussions periodically during the semester. Groups will complete **five in-class written assignments** regarding the analysis of clinical vignettes. The assignments will be worth 2 points each for a total of **10% towards your final grade**. Only students who are present for the class discussions will receive credit for each assignment.

Exams

To ensure that you are able to absorb the information presented in class and in the text, you will take **three non-cumulative exams** in this course. The exams will cover all material presented in class and assigned chapters. I have listed the assigned chapters for each exam on the course schedule. I design each exam to have 50 multiple-choice items. The exams will be worth **90% of your final grade**.



Attendance

In the case of a missed class, please get any information given out during class from fellow classmates. I am happy to answer any specific questions that you may have, however **I am not able to provide you with my lecture notes.**

Makeup Policy

To maintain fairness with your fellow students, please attend all exams as scheduled. If you are not able to attend an exam due to an illness, accident, or family emergency, please contact me within one week to schedule a makeup exam. Please do not book travel plans at the end of the term until the final exam date has been scheduled.

Research Participation

To learn more about psychology research, you may earn 2% extra credit points toward your final grade by participating in research studies conducted in the Department of Psychology. One hour of participation will earn you one SONA credit. Credits are given in .5 increments, with one credit required for a 1% increase in your final grade. Thus, **two hours of participation would earn the full 2% extra credit.** For details, go to the Department of Psychology research participant pool website: <https://uvic.sona-systems.com>. Please be sure to assign your credits to this course no later than the last day of class, otherwise you will not receive the credit for this course. If you do not wish to participate in research studies, but still wish to have the opportunity to earn an equivalent amount of extra credit, I will also provide an alternative written assignment.

Course Experience Survey

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous Course Experiences Survey (CES) regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Towards the end of the term, I will set aside approximately 15 minutes at the beginning of class for students to complete the CES. If you do not complete the CES during class, you can complete it at a time of your choosing during the last two weeks of classes.



Centre for Accessible Learning

If you have a mental or physical health concern and need an academic accommodation (such as extra time on exams or a quiet room for test taking), please register as soon as possible with the Centre for Accessible Learning (CAL): <https://www.uvic.ca/services/cal/>.

Student Wellness

If you need help with personal, career, or learning issues, the Student Wellness Centre provides free and confidential counselling to UVic students: <https://www.uvic.ca/student-wellness/>.

Sexualized Violence Resource Office

To get information, support, and education about sexualized violence: <https://www.uvic.ca/sexualizedviolence/a/student-wellness/>.

Course Schedule

Month	Date	Day	Topic
January	10	Mon	Introduction
	13	Thu	Chapter 1 – Abnormal Behavior in Historical Context
	17	Mon	Chapter 2 – An Integrative Approach to Psychopathology
	20	Thu	
	24	Mon	Chapter 5 – Anxiety (January 26 is the last day to add courses)
	27	Thu	
	31	Mon	
February	3	Thu	Exam 1
	7	Mon	Chapter 6 – Preoccupation and Obsession
	10	Thu	
	14	Mon	Chapter 7 – Trauma and Dissociation
	17	Thu	
	21	Mon	**Reading Break – No Class**
	24	Thu	**Reading Break – No Class**
	28	Mon	Chapter 8 -- Mood (February 28 is the last day to drop courses without penalty of failure)
March	3	Thu	
	7	Mon	
	10	Thu	Exam 2 – Not Cumulative
	14	Mon	Chapter 12 – Substance Use and Impulse Control
	17	Thu	
	21	Mon	
	24	Thu	**No Class**
	28	Mon	Chapter 13 – Personality
	31	Thu	
	4	Mon	Chapter 14 – Psychosis
April	7	Thu	
			Exam 3 – Not Cumulative (Finals Period; Date TBA)

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2022

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 January 2022.

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