Psyc 260 (A01)  
Introduction to Mental Health and Wellbeing  
Spring, 2019  
Mondays & Thursdays 1:00pm to 2:20pm  
David Turpin Bldg. A120

Instructor  Dr. James McClelland, Cornett A207, jamesmcclelland@uvic.ca, 250-472-4689  
Office Hours: Monday & Thursday 2:30-3:30 pm or by appointment

Teaching Assistant  Kristen Quistberg, kristen.quistberg@uvic.ca  
Office Hours: Wednesday 2:30-3:30 or by appointment

NOTE: MindTap is required with the textbook for participation and unit test marks.  

Course Websites  http://coursespaces.uvic.ca  Login using your Netlink Username and Password. Netlink will contain your mark for the two non-cumulative in-class exams and your final grade. For MindTap, login using https://login.nelsonbrain.com/course/MTPNCH3NPN59. The access code for my course is MTPNCH3NPN59. MindTap will contain your post-chapter unit tests, interesting supplemental materials and videos, exam study tips, pre-tests, class announcements, and your grades for your participation and post-chapter unit tests.

Course Description  
The course has been designed 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, (Chapters 1 through 13). 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. Your evaluation will be obtained from two non-cumulative in-class exams as well as the post-chapter unit tests and participation mark obtained from your involvement with the MindTap program that accompanies the textbook.
About the Instructor

I have a PhD in Psychology and am a Registered Psychologist in British Columbia and a Chartered Psychologist in Alberta. For the past 28 years I have provided psychological services in Yukon in such areas as clinical and educational advising, counseling and crisis intervention, and teaching university transfer courses. I pursue an eclectic approach to psychology, which was well suited to northern rural demands where one person is required to take on multiple roles. I believe that a multifaceted approach as you begin to explore mental health and wellbeing provides a broad and diverse foundation before you explore a more specialized, convergent focus. I am escaping my second retirement and am delighted with the opportunity to deliver this challenging course in mental health and wellbeing.

Learning Objectives

- To describe the symptoms, causes, consequences, and treatment options for various adult psychological disorders.
- To identify likely diagnoses from written clinical vignettes using DSM-5 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 coping 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 if there are 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 requirements, please let me know so that we can make arrangements for you. We are dealing with sensitive material that, on occasion, may trigger emotional concerns. If you need to discuss the issue or if you feel the need to absent yourself from that portion of the lecture, please see me, or the TA, after the class during office hours.

Evaluation and Grading Policy

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<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>Percent</th>
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<tbody>
<tr>
<td>In-Class Exam 1</td>
<td>Mon, Feb 25</td>
<td>30%</td>
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<tr>
<td>In-Class Exam 2 Final</td>
<td>(Finals Period, Date TBA)</td>
<td>30%</td>
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<tr>
<td>MindTap Post-Chapter Unit Tests</td>
<td>(Finals Period; Date TBA)</td>
<td>30%</td>
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<tr>
<td>Participation</td>
<td>(Finals Period; Date TBA)</td>
<td>10%</td>
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<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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Evaluation for the MindTap Post-Chapter Unit Tests and Participation marks will be based on what has been completed when the course ends immediately after the completion of the In-Class Exam 2 (Date TBA). All assignments are due at this time.

Grades

Your grades will be determined based on MindTap Post-Chapter Unit Tests (worth 30% towards your course grade) and Participation (worth 10% towards your course grade) as well as the **two non-cumulative in-class exams** (worth 15% each towards your course grade). Participation will be determined based on the percentage of the material you have covered in the MindTap program. 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**
Psyc 260 – Mental Health and Wellbeing

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

Participation
Students are expected to keep up with the readings using the syllabus as a guide, complete all MindTap assignments in a timely fashion around the dates indicated in the syllabus, and critically analyze the material presented in the course. To develop your ability to integrate your course knowledge you are expected to utilize the supports in MindTap which are used towards your participation mark. If you have completed between 96% to 100% of the material in MindTap, you will receive a participation mark of 10. Completion of 91% to 95% would receive a mark of 9, 86% to 90% a mark of 8, 81% to 85% a mark of 7, 76% to 80% a mark of 6, 71% to 75% a mark of 5, 66% to 70% a mark of 4, 61% to 65% a mark of 3, 56% to 60% a mark of 2, 51% to 55 % a mark of 1, and anything under 50% a mark of zero. **Participation is worth 10% of your grade.**

Exams
To ensure that you are able to absorb the information presented in class and in the text, you will take **two non-cumulative in-class exams** in this course. The multiple-choice exams will cover all material presented in class and assigned chapters. I have listed the assigned chapters for each exam on the course schedule. These exams will be worth **30% 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 about the missed material, however, **I am not able to provide you with my lecture notes or PowerPoints.**

Makeup Policy
To maintain fairness with your fellow students, please attend all exams as scheduled. If you choose not to attend an exam, I will record a mark of zero unless you are able to submit documentation of an illness or family emergency **within one week from the date of the exam**. If I am able to accept your case of documented illness or emergency, your other in-class exam will be weighted at 30% to determine your final grade.

Research Participation
To learn more about psychological research, you may earn 2 extra credit points toward your final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.5 extra credit points and up to 4 points may be credited toward this course, with 2 points required for a 1% increase in the final grade. Thus, **two hours of participation would earn the full 2 points extra credit.** For details, go to the Department of Psychology research participant pool website: [https://uvic.sona-systems.com](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 extra credit for 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, 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 the optional open-ended comments that identify you. The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage ([http://uvic.ca/mypage](http://uvic.ca/mypage)). In the final two weeks of the term, an email will be sent inviting you to complete the CES online or you can wait and complete the CES in class. Towards the end of the term, I will set aside
approximately 15 minutes at the beginning of class for students to complete the CES. We will do the CES in class because doing so increases the percentage of students who complete the survey compared to when students are asked to complete it on their own time. I will remind you of the date about a week in advance, via an announcement in class and an email announcement. You will need your UVic Netlink ID to access the survey via a laptop, tablet, or mobile device; if you do not own such a device then please try to borrow one for that class session. 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/.

Counseling Services
If you feel that you need help with personal, career, or learning issues, Counseling Services provides free and confidential counseling to UVic students: http://www.uvic.ca/services/counselling/.

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<th>Month</th>
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<th>Topic</th>
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<tbody>
<tr>
<td>January</td>
<td>7</td>
<td>Mon</td>
<td>Introduction</td>
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<td></td>
<td>10</td>
<td>Thu</td>
<td>Chapter 1 – Abnormal Behavior in Historical Context</td>
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<td>17</td>
<td>Thu</td>
<td>Chapter 2 – An Integrative Approach to Psychopathology</td>
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<td>Chapter 3 – Clinical Assessment and Diagnosis</td>
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<td>Chapter 4 – Research Methods</td>
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<td>Chapter 12 – Personality Disorders</td>
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<td>February</td>
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<td>Thu</td>
<td>Chapter 5 – Anxiety, Trauma-Related, and Obsessive-Compulsive Disorders</td>
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<td>Chapter 6 – Somatic Symptom and Dissociative Disorders</td>
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<td>18</td>
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<td><strong>Reading Break – No Class</strong></td>
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<td>21</td>
<td>Thu</td>
<td><strong>Reading Break – No Class</strong></td>
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<td>Mon</td>
<td>In-Class Exam</td>
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<td>28</td>
<td>Thu</td>
<td>Chapter 7 - Mood Disorders and Suicide</td>
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<td>March</td>
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<td>Thu</td>
<td>Chapter 8 – Eating and Sleep-Wake Disorders</td>
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How to access your MindTap course

Introduction to Mental Health and Wellbeing Spring 2019

**Instructor**: James McClelland  
**Start Date**: 01/01/2019

**What is MindTap?**

MindTap empowers you to produce your best work – consistently.

MindTap is designed to help you master the material. Interactive videos, animations, and activities create a learning path designed by your instructor to guide you through the course and focus on what's important. Get started today!

**Registration**

1. Connect to [https://login.nelsonbrain.com/course/MTPNCH3NPN59](https://login.nelsonbrain.com/course/MTPNCH3NPN59)
2. Follow the prompts to register your MindTap course.

**Payment**

After registering for your course, you will need to pay for access using one of the options below:

**Online**: You can pay online using a credit or debit card, or PayPal.  
**Bookstore**: You may be able to purchase access to MindTap at your bookstore. Check with the bookstore to find out what they offer for your course.

**Free Trial**: If you are unable to pay at the start of the semester you may choose to access MindTap until 11:59 PM on 01/15/2019 during your free trial. After the free trial ends you will be required to pay for access.

Please note: At the end of the free trial period, your course access will be suspended until your payment has been made. All your scores and course activity will be saved and will be available to you after you pay for access.

Already registered an access code? Bought MindTap at your bookstore or online? Now use the course link from your instructor to register for the class: [https://login.nelsonbrain.com/course/MTPNCH3NPN59](https://login.nelsonbrain.com/course/MTPNCH3NPN59)

**System Check**

To check whether your computer meets the requirements for using MindTap, go to [http://ng.cengage.com/static/browsercheck/index.html](http://ng.cengage.com/static/browsercheck/index.html)

Please Note: the System Check is also accessible in the drop down box next to your name located in the upper right corner of your MindTap page.
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 313-317 of the UVic Calendar September 2018.

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 2018, p. 48-50)

- **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](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](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/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#), p. 45-47, UVic Calendar September 2018). 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 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2018) ([https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#))

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/)
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/