# PSYC 260 (A01) – Mental Health and Wellbeing

Winter 2021     Mon & Thurs 1:00 pm - 2:20 pm

**Online!!**

## Your Learning Facilitation Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Contact Information</th>
<th>Office Hours <strong>via Zoom</strong></th>
</tr>
</thead>
</table>
| **Course Facilitator:**   | Dr. Theone Paterson, Ph.D. R.Psych. | psyc260_spring2021@uvic.ca                   | 1) During/Following Lab sessions  
2) By appointment  
(email psyc260_spring2021@uvic.ca to make an appointment) |
| **Assistant Learning Facilitator:** | Jessi Lewis, MSc | psyc260_spring2021@uvic.ca                   | 1) During Lab sessions  
2) By appointment  
(email psyc260_spring2021@uvic.ca to make an appointment) |
| **Technical Consultant:** | Mooki the Cat         | psyc260_spring2021@uvic.ca                   |                                                                                          |
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 from a North American perspective.

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

In this course, you will review the DSM-5 diagnostic criteria and typical symptom presentations for these disorders, theories that explain why they may develop and persist, and some of the treatments for them.

Where possible, we will also 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.

NOTE: 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:
- Recognize what it means for behaviour to be considered “abnormal” or “disordered”, and consider how we define "psychological health"
- Identify and distinguish diagnostic features of different psychological disorders and the diagnostic system of the American Psychiatric Association (DSM-5)
- Identify and discuss 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 their effectiveness
- Develop and appraise empathy for the impact that psychological disorders have on patients and the stigma associated with these disorders
- Examine 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 significant amount of information over the span of 13 weeks, and you will be expected to keep up with readings and assignment due dates, take good notes to study from, think critically, and apply your knowledge during live class discussions.

Note about prerequisites: The pre-requisites for this course are PSYC 100A and 100B. Please refer to the Important Course Policies at the end of this document for more information about prerequisites.

Students will not be automatically dropped from the course for non-attendance – the Last day for 100% reduction of tuition fees if dropping standard second term courses is Tuesday January 19, 2021 – you are responsible for checking your registration before Jan. 19, to ensure you are registered only in courses you have been attending. The final day to add courses is Friday January 22nd, 2021.

Course Materials


NOTE: MindTap is required with the text for completion of online graded course assignments.
  o $99.95 from the Nelson website (https://www.cengage.ca/shop/isbn/9780176874759)
  o Also available through UVic Bookstore (https://www.uvicbookstore.ca/text/book/9780176874759?course_id=113531)
  o There is also a 2-week trial option when you sign up through this specific MindTap course (course code below), in case you are not yet sure whether you will continue in the course

• Other options available from UVic Bookstore include packages with add-on of a hardcopy book

***NOTE access to course materials on Brightspace will be “unlocked” after you have obtained a perfect score (i.e., 100%) on the Syllabus Quiz in the “Course Info & Admin” module***

Course Evaluation

Exams
• 54% of final course grade
• There are three exams, each worth 18% of the final course grade
• All exams are non-cumulative
  o Midterm #1 – Thursday February 11, 2021
  o Midterm #2 – Thursday March 18, 2021
  o Final Exam – TBD - During exam period

Quizzes/Assignments – Due Weekly on Sunday @ 11:59pm PDT
• 20% of final course grade
  o Timed quizzes and assignments completed online within MindTap site
  o All assignments/quizzes are listed in the MindTap calendar tab with their due dates
    ▪ 15% Section Quizzes
    ▪ 5% Case Studies
  o It is your responsibility to ensure tasks are completed by their due dates to receive credit.

Group Video and Pamphlet Assignment – Multiple Due Dates
• 12% of final course grade
  o In groups of 4-5, students will choose from one of ~20 pre-determined sections of your textbook (with varying due dates), create engaging and entertaining ~5-minute videos and pamphlets summarizing important points.
    ▪ 8% video
    ▪ 4% pamphlet
  o Students sign up for a group/topic on Brightspace By January 18th at 11:59 pm PDT

In-Class Assignments – Due on Brightspace on Day Completed in Class @ 11:59pm PDT
• 14% of final course grade
  o Outputs/summaries/notes from 7 in-class assignments will be counted toward this grade
    ▪ 7% completion
    ▪ 7% quality/comprehensiveness

Research Participation
• Participation in psychology research studies (or alternate written assignments in lieu of 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 Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
</tr>
<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>
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<tr>
<td>C</td>
<td>60-64%</td>
</tr>
<tr>
<td>C-</td>
<td>55-59%</td>
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<tr>
<td>D</td>
<td>50-54%</td>
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<tr>
<td>F</td>
<td>≤ 49%</td>
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</tbody>
</table>

Students are expected to familiarize themselves with the Important Course Policy Information below. If you do not complete required components in this course, you will receive an "N" for the course.

Course Technology (MindTap, Brightspace, Zoom, oh my!)

We will use a variety of educational technology in this course including web-based applications. The use of technology is part of your engagement at the University. Some of these learning tools may collect, use and/or disclose your personal information.

Personal information is information about an identifiable individual; for example, your name or your email address. UVic cannot require students to disclose personal information to technologies or organizations which may store information on servers located outside of Canada because disclosure of personal information to vendors, systems or services storing or accessing that personal information outside of Canada is restricted by Section 30.1 of BC’s Freedom of Information and Protection of Privacy Act (FIPPA). For this reason, this course uses web-based applications that state that they store their data inside Canada.

**Brightspace**

The Brightspace site for this course is accessible via [https://bright.uvic.ca/d2l/home/56939](https://bright.uvic.ca/d2l/home/56939).

Your learning facilitation team also highly recommends that you try out the Brightspace Pulse App for your phone or tablet ([https://www.d2l.com/the-best-mobile-learning-experience/](https://www.d2l.com/the-best-mobile-learning-experience/)), which is super useful for keeping track of course deadlines and activities in the Brightspace calendar.

This site will provide important announcements and updates for the course, and will be where you find all of the course materials we post, including:
- Slides to support and add to the information in your textbook
- Videos to provide additional information and context to your readings
- Worksheets you will use to complete in-class assignments
- Assignment submission portals

***NOTE access to course materials on Brightspace will be “unlocked” after you have obtained a perfect score on the Syllabus Quiz in the “Course Info & Admin” module***

The Brightspace page for this course also includes a Discussion Board – this is a place where you can post specific course content questions, answer your peers’ questions, arrange study or work groups, share class notes or other course related information, etc.

The Brightspace page will be monitored by the learning facilitation team; any offensive language or disrespectful comments will not be tolerated, and those students will be removed from discussion boards.

(UVic Non-Academic Misconduct Policy: [https://www.uvic.ca/services/studentlife/assets/docs/AC1300.pdf](https://www.uvic.ca/services/studentlife/assets/docs/AC1300.pdf))
MindTap
The MindTap site for this course is accessible via https://login.nelsonbrain.com/course/MTPNNFRQLG81, or by using the Course Key for MindTap (MTPN-NFRQ-LG81).

Please note that any grades posted on the Brightspace 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 Brightspace or 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 Brightspace.

UVic Zoom
In this class you will use your UVic Zoom account to join in for our synchronous class sessions and to attend live office hours, optional discussions, exam review sessions, and exams.

3 Things to do before class:
1. Activate your UVic Zoom Account. Go to https://uvic.zoom.us and sign in with your UVic netlink ID and password to activate your account.
   - Do this now! Students must be signed in to their UVic Zoom accounts in order to enter any live sessions for this class.
   i. If you are not signed in, we will be unable to verify that you are a UVic student in this course, and you will not be allowed to enter the class session.
2. Try a Test Call to work out any technical difficulties well before class time
3. Complete the Student Zoom Orientation Guide here.
4. Review the Zoom instructions module on our Brightspace page for tips to successful zoom-ing for this course!

UVic Microsoft Teams
We will be using Microsoft Teams to facilitate group meetings for the group assignment in this course, and to facilitate any informal study, discussion, or working groups that may form throughout the course. Microsoft Teams is kind of like google docs and skype all in one place. It allows multiple users to edit documents simultaneously, to chat in real time, and to hold impromptu video meetings all in the same space.

To access the Microsoft Teams PSYC260 Fall 2020 course team, you will need to first sign up for the UVic Microsoft 365 service at https://onlineservices.uvic.ca. This service also provides access to OneDrive and other Microsoft apps for your personal use.

Once you have signed up for Microsoft 365, your information should be available for us to add you to the course Microsoft Teams platform.

(Very Important) Course Policies

Online 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, as your learning facilitation team, we would ask you to think carefully before (and perhaps discourage you from) making personal self-disclosures in this large public forum. Although we strive to make this class environment a safe space, this is a large online class, and is in no way a confidential space. We cannot guarantee that what you share will remain private or that others in the class will respond in a sensitive and understanding way.

If you have thoughts or questions about course content that stem from your own experiences, we would encourage you to consider sharing these in such a way so that you do not specifically disclose personal
experiences. This can be done by phrasing your statements and questions so that they are not referring to a specific person. For example, “because my aunt has Alzheimer’s disease, I’m wondering…”, could instead be asked as “it seems like a lot of people might get Alzheimer’s disease when they get older, I’m wondering…”). Also, please remember that psychological processes are complex and that one person’s individual experience may not reflect general trends or common symptoms.

**Netiquette** (adapted from Dr. Michael Stevenson, University of Southern Maine)

Our text-based communications will be vital in this course because at many times these will be the primary way we connect with each other over the semester. Discussions on Brightspace may lead to debate and disagreement, which is a great way to foster critical thinking, so it is vital that you feel comfortable expressing your opinion but also respect the ideas of others. Please be careful and considerate in all your communications. Carefully consider what you are saying and remember that your readers (fellow students and learning team) might not infer your intent.

Here are a few suggestions to consider when communicating on the discussion boards:

1. Take a moment to re-read everything you write – assume that it will be taken in the worst possible light.
   a) Doing this will also provide you the opportunity to correct typos and other errors
2. Extend courtesy to others – when reading others’ posts and inferring their meaning, assume the most charitable light possible.
   a) Doing this will make communication easier and far more civil.
3. Keep in mind that the online medium is poor at conveying tone. What was intended as a joke may not always be read as a joke by others.
   a) Irony is especially difficult to convey via text.
4. Please avoid using abbreviations (e.g., lol, imo, tl;dr, etc.), emoticons, and typing in ALL CAPS when posting messages to discussion boards or sending emails to the course team.
5. If you feel angry or frustrated, give yourself time before submitting a response, possibly even overnight.
6. If you aren’t sure how something will come across, ask someone else to read it over and give you feedback before you post/send it.
7. Always re-read or preview messages in the discussion board or email before posting or sending them.

**Sensitive Course Content**

Please also be aware that this course may be emotionally difficult for some students, and covers topics that could be “triggering” for some (e.g., eating disorders, trauma, suicide). Because everyone is different, what might be sensitive content for some people will not be sensitive for others. We ask you to consider that content in any course has the potential to be sensitive in nature to some individuals, and we would encourage you to consider your own tolerance for specific subjects when you make decisions about how you will engage with this course or whether you will take this course.

Please see the information at the end of this syllabus for some resources for how to seek out help or information if you have personal concerns about your mental health, the functioning of someone close to you, or the potential impacts of your experiences relating to any of the course content on your mental health or wellbeing.

**Please note:** Recent research indicates that individual trigger warnings about specific content may not be helpful in classroom contexts, and in some cases could possibly be harmful.

For additional information see:

As the topics of this course are mental health and psychological disorder specific, it is important for you to be aware from the outset that the topics covered by this course may be triggering, and it is equally important for
you to modulate your own engagement with these topics with this in mind. At the same time, it is important for students to understand that in providing a comprehensive learning experience, it is not possible for the learning team to provide alternate readings or assignments that would at the same time still provide students with an equivalent level of understanding of the subject matter of the course.

**Specific trigger warnings will not be offered when content is presented throughout the semester in this course.** If you do, however, find yourself unexpectedly unable to engage with certain material in this course (despite this syllabus warning about the potential for triggering material), the route for addressing this difficulty would be through an individual concession or accommodation. If you have a reason for requiring such a concession or accommodation it is strongly encouraged that you discuss your potential need for concession or accommodation with Centre of Accessible Learning (CAL) staff, health services, and/or your doctor or other healthcare provider.

**Class attendance**
Attendance is strongly encouraged during scheduled Zoom class sessions which will occur on average once per week (see class schedule below). These class sessions will serve to support the information you learn through engaging with your textbook/MindTap, and the materials posted on the course Brightspace page. These sessions will involve psychology cases, discussion, and in-class assignments that will be graded. These sessions will not be lecture based, and will not provide a review of your readings.

**In-class assignments will be based on group discussion during class sessions, and make up 14% of your final grade. These assignments must be submitted by 11:59 pm on the day of the class session.**

Attendance is optional during sessions listed with an * in the course schedule. These sessions will function as lab/live office hour/informal discussion period sessions. As this is an online course, much of the course material will be posted on Brightspace for you to review on your own time. You may use the 80 min of these optional sessions to spend time reviewing this course content independently, or you may attend or pop in to these sessions to have your questions about the course content and readings answered, discuss this content with the learning facilitators and other attending students, or use this time to meet with your project group to complete video and pamphlet project tasks in a breakout room.

**Readings and Activities**
Completion of all assigned readings is strongly encouraged, and **20% of your final grade is dedicated to quizzes in MindTap, which are based entirely 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 are assigned whenever possible, be prepared to engage in discussion, and to complete quizzes on the readings by their respective due dates.

**Participation**
Class participation is a critical part of learning. In-class participation is strongly encouraged, as class sessions will be primarily discussion based. **Engagement in class will be facilitated through in-class assignments (14% of grade) as well as opportunities for discussion and asking questions during class.**

Finally, participation in discussions on Brightspace discussion boards, although ungraded, is strongly encouraged to clarify course content, provide your thoughts and opinions in response to questions raised by your peers, and as a resource for forming/organizing optional study groups outside of class time. Taking advantage of the multiple venues for participation and engagement in this course will make this course more fun, social, and will enhance your learning experience.

**Cell Phones and Laptop Usage during class sessions**
Technology can support student learning (after all, we are using a digital classroom!), but it can also become a distraction. Research indicates that multi-tasking (e.g., texting or browsing the internet) during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from multitasking with non-course tasks during class sessions.
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 (27% other midterm, 27% final exam). Students are expected to write exams as scheduled unless they can provide acceptable reasons for missing an exam, such as an illness or family emergency.

If you miss a midterm due to illness, accident, or family affliction, you must send an email to the course email address (psyc260_spring2021@uvic.ca) as soon as possible indicating that you will miss/have missed the midterm.

Students who miss any two exams, or a combination of multiple assignments and exams making up 30% or more of the total grades of the course may receive a grade of “N” in the course as they may 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 policies at the end of this document for more details).

Email Policy (please read carefully and adhere to this policy)
- **Always** use the Brightspace Discussion Boards for course-related questions first!
  - All students will benefit from the reply, whether from the learning facilitation team, or your fellow students.
  - *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 of a personal nature, and so not suitable for the discussion board (think carefully about this), send it to the course email (psyc260_spring2021@uvic.ca).
  - Emails sent to any other email address may not be read.
  - ***Emails not suitable for discussion boards include those of a personal nature (e.g., illness).***

- Send email using the email address you have registered as your UVic email only, as this is the address we have on file for you, and we cannot guarantee we will return emails to non-registered addresses.
  - Each message must include your full name and student number in the body of the email.
  - Be sure to consult the course syllabus, Brightspace (including discussion boards) and MindTap/your textbook, BEFORE submitting any question about course content by email.

- If a question cannot easily or briefly be answered with a reply email, we will suggest that you schedule and attend an office hour instead.
- Emailing the learning facilitation team should rarely be seen as an alternative to attending office hours or using the discussion boards. 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, emails will be replied to within 2 business days (48 hours; 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 slides and other materials posted on Brightspace, are provided for the exclusive use of enrolled students. Do not share these materials with others. We do not want to discover that a student has put any materials into the public domain, has sold materials, or has given them to a person or company that is using them to earn money.

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

Students should not create recordings of class zoom sessions. As class sessions are not lecture based, but rather discussion based, recording these sessions would require individual permission of each student in attendance. As content presented during scheduled sessions is meant to support your learning, as opposed to providing additional learning material, session recording or review should not be required, and would not be expected to impact course performance.

Academic Integrity
Please see the “Important Course Policy Information” pages at the end of this document for more information on the Psychology Department and UVic’s policies with respect to academic integrity, including plagiarism, cheating, and other offences. Please also note, that in this course, we reserve the right to use plagiarism software or other platforms to assess the integrity of student work.

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 and critically discuss materials and activities in ways that are respectful of gender, sexuality, differing abilities, 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 our part, we 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 us 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
We hope that this course can be a “Green” course - a course with reduced environmental impact. Please remember that students account for a large proportion of course-related printing. Alternatives to printing may include saving the course syllabus, 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

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 11</td>
<td>Welcome/Course Info</td>
<td>No Readings Assigned, but get a jump on Chapter 1 and 2!</td>
</tr>
<tr>
<td></td>
<td>Jan. 14*</td>
<td>Open office hour period</td>
<td></td>
</tr>
</tbody>
</table>

Tentative Schedule – Readings and Content for Specific Sessions May Vary

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. Any changes will be announced on Brightspace. Thus, it is your responsibility to check the Brightspace page to be informed of any important changes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapters/Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 18</td>
<td>Canva Workshop (Pamphlet Making)</td>
<td>Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>Jan. 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 25*</td>
<td>Open office hour period</td>
<td>Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>Jan. 28</td>
<td></td>
<td></td>
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<tr>
<td>Feb. 1*</td>
<td>Open office hour period</td>
<td>Chapter 5 &amp; parts of 6 (for 6, Obsessive Compulsive and Related Disorders sections)</td>
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<tr>
<td>Feb. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 8</td>
<td>Midterm 1 Review</td>
<td>No chapters assigned – Catch up time! (Chapters 1-5 &amp; OC sections of Chapter 6)</td>
</tr>
<tr>
<td>Feb. 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 15</td>
<td>READING WEEK</td>
<td>Chapter (parts of) 6 &amp; 7 (for 6, Somatic and Related Disorders sections)</td>
</tr>
<tr>
<td>Feb. 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 22</td>
<td>Trauma, Somatic and Dissociative Disorders Mood Disorders and Suicide</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Feb. 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 1*</td>
<td>Open office hour period</td>
<td>Chapter 9 &amp; 10</td>
</tr>
<tr>
<td>Mar. 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 8*</td>
<td>Open office hour period</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Mar. 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 15</td>
<td>Midterm 2 – Review</td>
<td>(Chapter 7-10, 14, Somatic parts of Chapter 6)</td>
</tr>
<tr>
<td>Mar. 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 22</td>
<td>Personality Disorders</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Mar. 25*</td>
<td>Open office hour period</td>
<td></td>
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<tr>
<td>Mar. 29</td>
<td>Neurodevelopmental Disorders &amp; Neurocognitive Disorders</td>
<td>Chapter 15 &amp; 16</td>
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<tr>
<td>Apr. 1*</td>
<td>Open office hour period</td>
<td></td>
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<tr>
<td>Apr. 5</td>
<td>EASTER MONDAY – No Zoom Session</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Apr. 8</td>
<td>Substance Use Disorders</td>
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<tr>
<td>Apr. 12</td>
<td>Final Exam Review</td>
<td>No chapters assigned – Catch up time!</td>
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<tr>
<td>TBD</td>
<td>Final Exam (during exam period) – 18%</td>
<td>(Chapters 12-13, 15-16)</td>
</tr>
</tbody>
</table>

* attendance optional lab/live office hour/discussion period zoom sessions

- These are sessions during which your learning facilitation team will be available via zoom, and you may choose to attend to ask questions or start discussions relating to the course material, or instead spend this time completing the online/asynchronous components of the course (e.g., reviewing slides, watching videos, etc.).

There will generally be no pre-planned content for these zoom sessions.

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

Exam and Midterm questions will be based on assigned readings and materials posted on Brightspace (whether or not they were specifically discussed in class).

***NOTE access to course materials on Brightspace will be “unlocked” after you have obtained a perfect score on the Syllabus Quiz in the “Course Info & Admin” module***

Both midterms and the final exam will be mostly multiple choice, but may include some short answer items. The midterms will be written during class time and will be 80 minutes in length. The final exam will be written during a 2 hour exam time-slot.

**MindTap Assignments**

These activities will include Section quizzes and Case Studies with follow-up questions.

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 20% of your final course grade).

Section Quizzes are quizzes completed in MindTap, and are meant to be completed AFTER you feel comfortable with the material you read in a given chapter. These quizzes will be made up of multiple choice questions. Section Quizzes that are marked as “Counts Towards Grade” on the MindTap course site will make up 80% of the MindTap portion of your grade. Please note that there is a Section Quiz marked as “Counts Towards Grade” for each assigned chapter. Most if not all Section Quizzes allow you to complete multiple versions and will use the Average of your mark on each version as your final mark for that quiz. As a result, it is to your benefit to complete only the first version of each section of the quiz if you score perfectly, and may be to your benefit to complete multiple versions of a section if you score more poorly on the first version. It is up to you to decide how many versions of each quiz you wish to complete. However, at a minimum, you should complete at least the first version of each of these chapter quizzes to ensure you receive a grade for each quiz.

Case Studies are short passages that discuss a specific individual who is experiencing psychological difficulties. These cases each have associated questions which you will be asked to answer. Your scores on the questions associated with Case Studies that are marked as “Counts Towards Grade” on the MindTap course site will make up 20% of the MindTap portion of your grade.

MindTap activities for each Chapter will be due the Sunday of the week in which the chapter is assigned for reading; 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.

**Group Video and Pamphlet Assignment**

In groups of 3-5, students will choose from one of ~40 pre-determined topics that are specifically represented as sections in the course textbook. Each group will review these sections of the text and work collaboratively to create an engaging and entertaining ~5 minute video concisely summarizing the information presented for that topic.

Once submitted, videos will be posted to the Brightspace page where they can be viewed by your peers in the course. It is anticipated that these videos will provide helpful summaries of course content which will assist students when reviewing material for each exam in the course.

Each group will also produce a pamphlet summarizing important points from their topic(s). Pamphlets can focus on one sub-topic or the broader topic assigned to the group, and should present information in a way that would be informative to an ordinary person who might find your pamphlet in a doctor’s or counsellor’s office.
It is up to your group what platforms you use to create the video and pamphlet. Some options for video creation may include recording yourselves on your computer (lecture style), recording a PowerPoint slide show with audio in PowerPoint, or using a video creation website to put together a video. The type of video is entirely up to your group, However.

Similarly, the format you choose for your pamphlet is up to you. That said, one great resource for making very nice looking pamphlets easily is Canva, which is a free online webapp with great templates and an easy to use editing platform. The UVic Library has workshops that explain how to use Canva, and we will be trying to arrange a class Canva workshop early in the semester if possible.

**There will be 3 different due dates for this assignment depending on the topic.** Assignment topics from the first section of the course will be due on February 4th at 11:59 pm (Pacific time), assignment topics from the second section of the course will be due on March 11th at 11:59 pm (Pacific time), and assignment topics from the third section of the course will be due on April 8th at 11:59 pm (Pacific time).

Students must join a group to work with on this assignment on the Brightspace page by January 18th at 11:59 pm (Pacific time). Students who have not joined a group by that time will not be able to complete this assignment without receiving special allowance from the learning team, and may not have the opportunity to choose their preferred assignment topic/due date.

Grades on this assignment will make up 12% of your final grade. 8% will be associated with the video end product, and 4% with the pamphlet end product. Both the video and pamphlet will need to be uploaded to Brightspace by your groups due date to receive full marks. Late assignments will be penalized 5% of the total grade per 24 hour period. (e.g., if an assignment that is due February 4th at 11:59 pm is submitted on February 5th at 1:05 am 5% will be deducted; if it were submitted on February 6th at 12:15 am 10% would be deducted)

**In-Class Assignments**

In-class assignments **will make up 14% of your final course grade**. There will be a number (approx. 9-10) short in-class assignments that are conducted throughout the semester during synchronous class discussion sessions (dates in black on the course schedule). Students need to **complete any 7 of these assignments** to receive full marks for this aspect of the course.

You will receive 50% of your mark on each assignment for completion and submission via upload to the Brightspace page by the due date (11:59 pm Pacific time on the day of the class session in which the assignment was completed).

The other 50% of each assignment mark will be based on quality/comprehensiveness of responses on your submitted summary/worksheet. It is anticipated that students who put in a good effort on these assignments will receive full marks. For many assignments, there will be no specific correct or incorrect responses.

In-class assignments will most often include some initial explanation of the task, followed by individual reflection, most often group discussion or collaboration, and then individual completion of a summary or worksheet for the assignment.

**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 0.25 credit (1 credit = 1 hour of participation), with 1 credit required for a 1% increase in your 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 complete the below assignments instead.

**Article Reviews as an alternative to participation in research for bonus points**

Students are not required to participate in research to get bonus points. 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 March 1.**
- Completed reviews **must be submitted by email to psyc260_spring2021@uvic.ca** no later than the last day of class in this course (**April 12, 2020**). 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 the UVic Calendar January 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 [link](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 January 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/](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/