

Psychology 260 (A01)
Introduction to Mental Health and Well-Being
Summer 2021

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Office Hours: Wednesdays, 11am-12pm

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Office Hours: By appointment

Course Description:

Welcome to PSYC 260- Mental Health and Well-Being. This course is a broad introduction to mental health and well-being, with a focus on theories and concepts in psychopathology. We will learn about specific disorders classified in the *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition* (DSM-5). A greater understanding of these disorders can help reduce stigma around mental health. This course will utilize case examples to help with understanding the diagnostic categories that are covered.

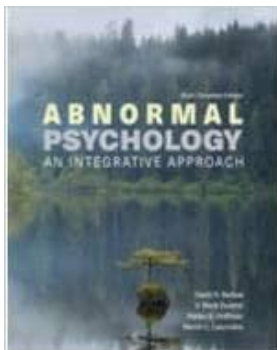
Territory Acknowledgement:

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSANEC peoples whose historical relationships with the land continue to this day.

Learning Outcomes:

- Understand the complex biological, psychological, and social factors that are related to mental health and psychological disorders
- Be familiar with the diagnostic features of many psychological disorders based on the DSM-5
- Describe the effectiveness of various intervention approaches for psychological disorders
- Understand how psychological disorders can impact an individual's life
- Understand the ways in which the COVID-19 pandemic has impacted mental health and well-being

Required Text:



Barlow, D. H., Durand, V. M., Hofmann, S. G., & Lalumière, M. L. (2021). *Abnormal Psychology: An Integrative Approach* (Sixth Canadian Edition). Toronto: Nelson Education Ltd.

The textbook can be purchased through the UVic bookstore. Hardcopy or electronic version is acceptable.

Class Time & Format:

Psychology 260 will be offered *fully online and blended* using a combination of synchronous (real-time) lectures and asynchronous (pre-recorded) lectures.

- On Monday through Thursday, we will meet on Zoom for synchronous (“live”) classes from 8:30am-10:20am. These sessions will incorporate both lecture materials and opportunities for large and small group discussions. Students are expected to attend these synchronous sessions.
- Friday lectures will be pre-recorded and posted online for self-guided learning. It is expected that you will review these materials the day they are posted.

Given the fast-paced nature of this summer course, regular attendance is essential to doing well in this course. It is important to not let yourself fall behind. Students can expect to dedicate approximately 30 hours per week to this course.

Course Content

The topics discussed in this course can be sensitive in nature. Please be mindful about giving personal examples in class (there is no guarantee that your comments will be kept confidential). If you feel you could benefit from support, please see the resources listed in the *Be Well* section of this syllabus.

Please note that this course is not intended to provide students with the ability to conduct psychological assessments or make diagnoses.

Course Website:

The PSYC 260 course website is accessible through the UVic Brightspace system (<http://bright.uvic.ca>). Lecture slides, pre-recorded lectures, assignments, discussion forums, grading rubrics, and important announcements will be posted on Brightspace, so please sign in regularly and keep up to date with the content.

Synchronous lectures will be held using Zoom. Please ensure that you log in using the email address associated with your Netlink ID.

Pre-requisites:

Prerequisites for this course are both PSYC 100A and PSYC 100B. Students who remain in this course but do not have these prerequisites do so at their own risk and are not exempt from having to complete the prerequisite courses if required for the degree program.

Evaluation:

Evaluation	Percentage of Grade	Due Date
Discussion Posts	15% (3x 5%)	Weekly, Sundays by 10pm
Test 1	20%	May 17
Test 2	20%	May 25
Paper	25%	May 29, by 10pm
Test 3	20%	June 2

Tests (3 tests for a total of 60%):

There will be a total of 3 online tests in the course, worth 20% each. Tests will be non-cumulative and will be comprised of multiple-choice and short-answer questions. Test items will be derived from assigned readings and material covered in lectures.

Research Paper (25%):

This assignment will entail writing a brief literature review (4-5 pages double spaced) on one of the topics discussed in this class. Specific topics and instructions will be provided on the first day of class.

Discussion Board Participation (3 x 5% for a total of 15%):

There will be a total of three weekly discussion posts in this class. Discussion posts are to be completed weekly on Brightspace and are due each Sunday by 10:00pm. More details about discussion posts will be provided in class.

Grading:

Final grades in the course will be based on a total percentage score as shown. Grades that end with a decimal point of .5 or above will be rounded up to the next whole number and grades that end with a decimal point of below .5 will be rounded down.

A+ = 90 - 100

B+ = 77 - 79

C+ = 65 - 69

F = 0 - 49

F = 0 - 49

A = 85 - 89

B = 73 - 76

C = 60 - 64

A- = 80 - 84

B- = 70 - 72

D = 50 - 59

Expectations:

You are expected to meet the posted deadlines for assignments and tests in this course. In the event that you believe you will be unable to meet a particular deadline, you must contact me *prior to* the deadline to discuss arrangements. Late assignments will be deducted 10% per day.

If you have questions, I encourage you to ask them during class time or during my office hours. You can also contact me by email: please include PSYC 260 in the subject line of the email and allow up to 48 hours for a response.

Respect for Diversity:

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic 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 groups. In addition, if any of our class meetings conflict with your religious or cultural practices, please let me know so that we can make arrangements for you.

Course Experience Survey:

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey 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. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). You can complete the CES at a time of your choosing during the last two weeks of classes.

Tentative Schedule

Week	Date	Topic	Readings
1	Mon, May 10	History of Abnormal Behaviour	Ch. 1
	Tues, May 11	Integrative Approach to Psychopathology	Ch. 2
	Weds, May 12	Clinical Assessment & Diagnosis	Ch. 3
	Thurs, May 13	Anxiety	Ch. 5
	Fri, May 14	Preoccupation & Obsession	Ch. 6
2	Mon, May 17	TEST 1 (Chapters 1, 2, 3, 5, 6, + lecture materials)	
	Tues, May 18	Trauma & Dissociation	Ch. 7
	Weds, May 19	Mood Disorders & Suicide	Ch. 8
	Thurs, May 20	Eating Disorders	Ch. 9
	Fri, May 21	Sleep-Wake Disorders	Ch. 10
3	Mon, May 24	Holiday	
	Tues, May 25	TEST 2 (Chapters 7, 8, 9, 10, + lecture materials)	
	Weds, May 26	Personality Disorders	Ch. 13
	Thurs, May 27	Psychosis	Ch. 14
	Fri, May 28	Neurodevelopmental Disorders	Ch. 15
4	Mon, May 31	Aging & Neurocognition	Ch. 16
	Tues, June 1	Special Topics: COVID-19	TBA
	Weds, June 2	TEST 3 (Chapters 13, 14, 15, 16, special topics + lecture materials)	

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Summer 2021

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the UVic Calendar May 2021.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

In the Event of Illness, Accident or Family Affliction

- ***What to do if you miss the final exam scheduled during the formal exam period***

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

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

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

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

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

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

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

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

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

Policy on Academic Integrity including Plagiarism and Cheating

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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar May 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