0UNIVERSITY OF VICTORIA
DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY 260
Introduction to Mental Health and Well-Being
Summer 2019 – A01

Instructor: Dr. Jody L. Bain
Office: Cornett A213
Phone / E-mail: 472-4491 / jlbain@uvic.ca
Office Hours: By appointment

Class time: May 13 to June 5, 2019
Monday to Friday: 12:30 to 14:30
NO CLASS MONDAY MAY 20, 2019
Cornett B 143

Suggested Test: Abnormal Psychology, 5th Canadian Edition
DH Barlow, VM Durand, SG Hofman, ML Lalumière

PURPOSE: The course examines theory and research related to an understanding of mental health and well-being in adulthood. Topics address various aspects of psychological distress (such as mood and anxiety disorders, personality disorders, substance use, and schizophrenia) and psychological well-being. Biological, learning, developmental, humanistic, and cross-cultural perspectives are used to understand the definitions and etiology of mental disorders and psychological well-being. Clinical vignettes will be used to help this understanding.

Prerequisites for this course are PSYCH 100A and PSYCH 100B. Students who remain in this course who do not have these prerequisites do so at their own peril and are not exempt from having to complete the prerequisite courses if required for the degree program. Students are responsible for checking their registration status before the end of the add period. Students will not be added after this deadline.

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.
COURSE OUTLINE:

May 13
Introduction to course
Abnormal Psychology

Chapter 1

May 14 - 21
Assessment/Classification  Chapt. 2, 3, 9, 12
Causal Factors and Viewpoints
Stress and Physical and Mental Health
Personality Disorders

(NO CLASS MAY 20, 2019– VICTORIA DAY)

May 22
EXAMINATION #1 (15%)

May 23 - 28
Panic, Anxiety, Obsessions  Chapt. 5, 6, 7, 8
Mood Disorders
Suicide
Somatic and Dissociative Disorders
Eating and Sleeping Disorders

May 29
EXAMINATION #2 (15%)

May 30 – June 4
Addiction/Substance Use  Chapt.11,13,14,15
Psychoses
Neurocognitive Disorders

( IF THERE IS TIME I WILL INCLUDE CHAPTER 10)

June 5
EXAMINATION #3 (15%)
EVALUATION:

1. **Assignments**: There will be **two** written assignments (10% each), out of several topics given, due in class on the dates indicated below. Each assignment will involve preparing a short discussion paper (maximum = **three double-spaced pages**) in response to an assigned topic. No late papers will be accepted.

   **Assignments are due: May 16, 23, OR 30, 2019 (pick 2 dates)**

   **TOTAL VALUE: 20%**

2. **Research Article Assessment**: You will select and analyze an article from the *Journal of Abnormal Psychology* OR the *Journal of Consulting and Clinical Psychology* OR *Personality Disorders: Theory, Research, and Treatment*. Provide a very brief summary of the article as well as a critique of the salient points including issues of efficacy, applicability, relevance to current practices and cultural expectations, and presentation of supportive evidence.

   **Due: May 31, 2019 (OR EARLIER ON ANY DAY) (4-5 pages in length)**

   **TOTAL VALUE: 10%**

3. **Examinations**: There will be three **short answer** examinations covering information presented in class.

   **May 22, 29, June 5, 2019**

   **TOTAL VALUE: 45%**

4. **In-class Discussions**: There will be five in-class assignments/projects (2% each). These will be in the format of Group Discussions with a focus on Case Studies and procedures. They will be held on **May 14, 17, 21, 24, 31, 2019**. **THESE CANNOT BE MADE-UP.**

   **TOTAL VALUE: 10%**

5. **Self-Reflection**: A reflective journal - often called a learning journal - is a steadily growing document that students write, to record the progress of a student’s comprehension of key concepts. E.g., Termination of a relationship can be a life-altering experience. Nevertheless, if both parties respect each other and are honest in voicing their reasons for ending the relationship, then the end of the relationship can be seen positively, as a new beginning where both parties learn to become more independent and grow as individuals.
What is reflection? A process by which service-learners think critically about their experiences. Reflection can happen through writing, speaking, listening, and reading about the service experiences. Why is reflection important? Learning happens through a mix of theory and practice, thought and action, observation and interaction. It allows students to learn from themselves.

- Journals should be snapshots filled with concerns, insights, doubts, fears, and critical questions about issues, people, and, most importantly, yourself.
- A journal is not a work log of tasks, events, times and dates.
- Write freely. Grammar/spelling should not be stressed in your writing.
- Write a full-page entry each day beginning May 13, 2019 to a MINIMUM of 10 entries.
- Who am I?
- What are my values?
- What have I learned about myself through this experience?
- In what ways, if any, has your sense of self, your values and your self-confidence/self-esteem been impacted or altered?
- Any realizations, insights, or especially strong lessons learned or half-glimpsed?
- How have you challenged yourself, your ideals, your philosophies, your concept of life or of the way you live?

TOTAL VALUE: 15%

DUE: June 3, 2019 (OR EARLIER AS LONG AS YOU HAVE 10 ENTRIES)

Note: You are responsible for materials in lectures you do not attend. Tests and examinations will contain both multiple-choice and short-answer questions. Missed examinations with a valid reason will be made up at the earliest convenient time. If you miss a final examination due to illness, accident, or family affliction, you must apply at Record Services for a “Request for Academic Concession” within 10 working days of the exam date. Missed examinations without a valid reason will receive a score of zero. Letter grades will be assigned as follows with scores derived to 3 decimal places.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 – 100%</td>
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<tr>
<td>A</td>
<td>85 – 89%</td>
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<tr>
<td>A-</td>
<td>80 – 84%</td>
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<tr>
<td>B+</td>
<td>77 – 79%</td>
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<tr>
<td>B</td>
<td>73 – 76%</td>
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<tr>
<td>B-</td>
<td>70 – 72%</td>
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<tr>
<td>C+</td>
<td>65 – 69%</td>
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<tr>
<td>C</td>
<td>60 – 64%</td>
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<td>D</td>
<td>50 – 59%</td>
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<tr>
<td>F</td>
<td>&lt; 49%</td>
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</tbody>
</table>
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 311-314 of the UVic Calendar May 2019.

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. 49-50)

- **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/calendar2019-01/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2019-01/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 May 2019).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in May 2019) ([https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/academic-integrity.html](https://web.uvic.ca/calendar2019-01/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/
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