Psyc 260 (A01): Mental Health and Wellbeing (Summer 2020)

I acknowledge and respect the Lkwungen-speaking peoples on whose unceded traditional territory the university stands and the Songhees, Esquimalt, and WSANEC peoples whose historical relationships with the land continues to this day.

Instructor: Jessica Rourke
Class location: Online, Zoom platform
Class time: MTWThF 12:30pm – 2:30pm
Office hours: T 10:00am – 11:00am + by appointment
Office location: Zoom platform
Contact: jrouke@uvic.ca

TA: Christina Robillard
Contact: christinarobillard@uvic.ca
Virtual office hours: By appointment

Course Description
In this course we’ll take an introductory look at a number of the disorders classified within the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders). This is of course useful if you’re thinking of continuing on in clinical psychology, however, it’s also useful for everyday life. We never know what a person might be living in terms of their mental health; having some understanding of various disorders and the ways they might manifest can help us interact with others in a more compassionate and supportive way. Understanding the various disorders can help reduce stigma around mental health and may help you gain a deeper understanding of your own mental health journey.

During this course we don’t have the time to do a deep-dive into each disorder, nor do we even have the time to cover all the disorders in the DSM-5. In other words, this is not an exhaustive coverage of the DSM-5, but rather, an opportunity for you to be introduced to some of the disorder symptoms and treatment options, as well as to understand related concepts and theories.

We will use the textbook, associated MindTap program, videos, and case studies to help in our understanding of the course material. I want this to be a collaborative learning environment and have tried to optimize opportunities for you to learn from each other (e.g., group discussions, activities, and class presentations).

Completion of this course will not equip you with the skills needed to conduct psychological assessments or treatments (that requires extensive and specialized training via graduate school!), however, it is my hope that by the end of this course you will be able to:
- Identify diagnostic features of psychological disorders (DSM-5)
- Understand biological, psychological, and social factors that may contribute to psychological disorders and mental health
- Evaluate the effectiveness of treatments for psychological disorders
- Understand the impact psychological disorders can have on a person’s life
- Understand the impact of stigma relating to mental health (at individual, family, and societal levels)
- Recognize some of the unresolved issues relating to our understanding of mental health and wellbeing
- Understand how mental health and wellbeing relates to social justice issues (e.g., our criminal justice system)

By the end of this course, my goal is that through the examination of theories and empirical research, you will have a more thorough understanding of mental health and wellbeing as it relates to your own life and the lives of individuals within your community.

About Me
I enjoy all aspects of social psychology, however, my main area of research has been forgiveness, and I have studied it from both the victim and perpetrator perspectives. I obtained my degrees in Social-Personality Psychology and in addition to teaching at UVic, I teach on-line at Thompson Rivers University, and work at Restorative Justice Victoria.

Course Readings
There are two required aspects for this course:
2) MindTap (required for completion of online graded course components)

Your best price option is to purchase the E-Book with MindTap Access Code. If you purchase the physical textbook, it will also come with a MindTap access code. Information on how to access our class MindTap will be posted to CourseSpaces.

Course Lectures: Format and Location
Lectures will be pre-recorded and available on CourseSpaces.

During regular class time, we will meet in “family groups” and engage in discussion, group activities, and class presentations. The class will be divided into two “family groups” and each group will meet for 1 hour (during designated class time) each day. “Family groups” will be discussed on the first day of class and via CourseSpaces, you will sign yourself up for a “family group.” If you do not sign yourself up for a “family group” by 9pm on May 11, I will automatically assign you to one – it will not be possible to switch groups.

I will post our class Zoom link to CourseSpaces. To join the class, you will simply click on the link and then click on “open link.”

Course Content
Given the prevalence of psychological disorders, exploring this topic can be tough because it often hits close to home. Be mindful of giving personal examples to illustrate class concepts
because once you say/write it, it’s out there, known to the world (there’s no guarantee that what you say in class will remain confidential).

Personal disclosures with a lot of detail can also contribute to others in the class feeling uncomfortable because they are unsure of how to respond. If you have a burning question related to a personal experience, I encourage you try and frame it in a more general way – one that keeps things relevant to the course and maintains your privacy.

If you have concerns about your own mental health, or the mental health of someone close to you, I encourage you to check out some of the resources listed on page 7 of this course syllabus.

Course Website (CourseSpaces)
On CourseSpaces I will post the course syllabus, recorded class lectures, information about assignments, information necessary for in-class activities, and any relevant announcements (e.g., grades). CourseSpaces is where you will submit your personal reflection and take your tests.

Netiquette
We’re all navigating new technology and doing our best to adapt to the changes in class delivery. There will be bumps along the way for all of us I’m sure, however, here are a few tips that can help things go a bit more smoothly in our on-line format:

- Conduct and express yourself in a way that is respectful.
- Mute your mic when you’re not speaking, to reduce background noise interference.
- Turn on your camera when possible, to create a sense of community.
- Look at the camera to make eye contact when talking.
- Use the chat field and whiteboard for constructive questions and comments only.
- Before you post your comments/questions, take a moment to re-read them – because they lack nonverbal cues, they might land differently than you intended (adding an emoji icon can be helpful sometimes!).
- Before responding to someone’s question or comment, take a moment to make sure you’re coming from the perspective that they have posted with good intentions (remember, lack of nonverbal cues may have resulted in a misunderstanding of what they meant…if you’re unsure, be curious and ask in a respectful way!).

Prerequisite
PSYC 100A and 100B. A student being allowed to register in a course without having completed the prerequisites is rare. If this were to occur and you remained in this course without having completed the prerequisites, you would be doing so at your own risk. Successful completion of this course DOES NOT exempt you from having to complete the prerequisites at a later date if they are required for your degree program.

Course Policies
Contacting Me: Please come to my virtual office hours, or contact me at: jrourke@uvic.ca
- Do not contact me through CourseSpaces.
Please put your name and student number at the end of your message and include “Psyc 260” in the subject line of your e-mail. This will help ensure your email doesn’t end up in my junk folder, and helps me sort out which class of mine you’re in.

Please allow 2 business days for a reply. If I have not replied within that timeframe, re-send your message and let me know it is the second time you are sending it.

Please do not contact me to find out when assignments or exams will be graded. As soon as the grades are ready, I will let you know.

Grades: If you are disappointed with a grade, it is your responsibility to arrange to virtually meet with me or your TA to review the marking at the time the material is graded, not at the end of the term when the final grade is awarded. I will not review a grade/assignment if you come to see me later than 1 week after the grade was first posted.

In determining your final letter grade in the course, anything .5 and above will be rounded up to the next percentage score; anything .4 and below will be rounded down to the previous percentage score. For example, 74.4% will be rounded to 74%, whereas 74.5% will be rounded to 75%. Letter grades and corresponding percentages are as follows:

<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>
</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>
</tr>
<tr>
<td>C</td>
<td>60 – 64</td>
</tr>
<tr>
<td>D</td>
<td>50 – 59</td>
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<tr>
<td>F</td>
<td>0 – 49</td>
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<tr>
<td>N</td>
<td>Incomplete</td>
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For an explanation of UVic’s grading system and the quality of work required for each letter grade, please go to (Click on “Grading”): https://www.uvic.ca/calendar2020-05/undergrad/index.php#/policies

Extensions: Should you need an extension, please speak to me about it BEFORE the due date. If you are having trouble getting started on an assignment, do not hesitate to make use of my virtual office hours. I would love to help you! For information on Academic Concessions such as Deferred Status Due to Illness, Accident or Family Affliction please go to (Click on “Academic Concession”): https://www.uvic.ca/calendar2020-05/undergrad/index.php#/policies

University policies: Please familiarize yourself with the university’s standards of academic integrity (e.g., plagiarism and cheating). These regulations can be accessed at the following website (Click on “Policy on Academic Integrity”): https://www.uvic.ca/calendar2020-05/undergrad/index.php#/policies

Intellectual Property
All course materials (including my lecture slide notes) are exclusively meant for UVic students enrolled in this particular course section. Please do not share them with others. This includes refraining from posting them in any format, on any website/public domain. Thank you!

Please see the following pages for information pertaining to weekly topics and course readings, tests, assignments, and academic policies.
**Weekly Topics and Readings**

<table>
<thead>
<tr>
<th>DATES</th>
<th>LECTURE TOPIC</th>
<th>READINGS</th>
</tr>
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<tbody>
<tr>
<td>MAY 11</td>
<td>Introduction to course; Abnormal Behaviour in Historical Context</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>MAY 12</td>
<td>Integrative Approach to Psychopathology</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>MAY 13</td>
<td>Clinical Assessment and Diagnosis</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>MAY 14</td>
<td>Physical Disorders and Health Psychology</td>
<td>Ch. 9</td>
</tr>
<tr>
<td><strong>MAY 14:</strong> Last day to officially register in course <em>For your work to be accepted and to receive a course grade, you <strong>MUST</strong> be officially registered</em>*</td>
<td></td>
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<tr>
<td>MAY 15</td>
<td>Anxiety, Trauma-Related, &amp; Obsessive-Compulsive Disorders</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>MAY 18</td>
<td>HOLIDAY!</td>
<td>No readings</td>
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<tr>
<td><strong>MAY 19:</strong> TEST 1, Ch. 1, 2, 3, 9 (On-line, via CourseSpaces)</td>
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<tr>
<td>MAY 20</td>
<td>Somatic Symptom and Dissociative Disorders</td>
<td>Ch. 6</td>
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<tr>
<td>MAY 21</td>
<td>Mood Disorders and Suicide</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>MAY 22</td>
<td>Substance-Related, Addictive, and Impulse Control Disorders</td>
<td>Ch. 11</td>
</tr>
<tr>
<td><strong>MAY 25:</strong> TEST 2, Ch. 5, 6, 7, 11 (On-line, via CourseSpaces)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAY 26</td>
<td>Eating and Sleep-Wake Disorders</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>MAY 27</td>
<td>Personality Disorders</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>MAY 28</td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>MAY 29</td>
<td>Neurocognitive Disorders</td>
<td>Ch. 15</td>
</tr>
<tr>
<td><strong>JUNE 01:</strong> TEST 3, Ch. 8, 12, 13, 15 (On-line, via CourseSpaces)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JUNE 02 &amp; 03</td>
<td>Class Presentations</td>
<td>No readings</td>
</tr>
</tbody>
</table>
Course Evaluation and Due Dates

*Assignments must be submitted to CourseSpaces by 9 p.m. on their due date and must be in Word or PDF format

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Value</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Group Sign up</strong></td>
<td>X</td>
<td>The class will be split into 2 families:  • Family 1 will meet each day for class from 12:30 – 1:30pm  • Family 2 will meet each day for class from 1:30 – 2:30pm  *exception: 1st day of class – everyone attends 12:30 – 2:30pm  *exception: Test days – tests begin for everyone at 12:30pm, on CourseSpaces  *exception: Presentation days (Family 1 attends June 02; Family 2 attends June 03)</td>
</tr>
<tr>
<td><strong>Course Presentation Sign up</strong></td>
<td>X</td>
<td>You will present in a group of 5. Presentation topics will be posted to CourseSpaces. Family 1 will present JUNE 02; Family 2 will present JUNE 03</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>7%</td>
<td>Contribute in a way that promotes discussion and demonstrates enthusiasm and preparedness. This is an interactive class; attendance and participation in the group activities will enrich your learning environment. Attending most classes and participating in the in-class group activities will get you a participation grade of 75%. Grades above that are based on individual contributions to class discussions.</td>
</tr>
<tr>
<td><strong>Personal Reflection</strong></td>
<td>20%</td>
<td>You will submit 1 personal reflection (4 pages in length) on a chosen disorder and discuss one instance of how it has been presented in the media (news article/video, movie, TV show), evaluating how it compares to its description in the textbook and lecture.</td>
</tr>
<tr>
<td><strong>Class Presentation (done in groups of 5)</strong></td>
<td>15%</td>
<td>Your group must engage the class for 15 minutes (present new information, stimulate class discussion).</td>
</tr>
<tr>
<td><strong>MindTap</strong></td>
<td>13%</td>
<td>You will complete a series of activities via MindTap for each chapter. Activities will close on the closing date and will not be available to complete at a later time.</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td>45%</td>
<td>To pass this course, you must complete all 3 tests. If you do not, you will be assigned a grade of “N”. Each test is worth 15%.</td>
</tr>
</tbody>
</table>

*Detailed information and grading schemes for each assignment are posted in the “Assignments” folder on our CourseSpaces website. *Please note: Although an unlikely event, I reserve the right to modify this course outline. Any changes will be announced to you in advance (both in class and posted on CourseSpaces).
TAKING CARE OF YOURSELF

Being a student can be stressful! Please take care of yourself – eat well, exercise, get enough sleep, take some time to relax, and talk to someone if you’re feeling overwhelmed. This will help you achieve your goals and cope with stress. You are not alone – all of us benefit from support during times of struggle.

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](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/](http://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/](http://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/](http://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/](http://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/](http://www.uvic.ca/mentalhealth/undergraduate/)

Sexualized Violence Prevention and Response at UVic: UVic takes sexualized violence seriously and has standards 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](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, 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](http://www.uvic.ca/svp)
IMPORTANT UVIC COURSE POLICY INFORMATION

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 2020: https://www.uvic.ca/calendar2020-05/undergrad/index.php#/programs

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/ra.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/ra.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 (Click on “Policy on Academic Integrity”):
https://www.uvic.ca/calendar2020-05/undergrad/index.php#/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. **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.

**The definitive source** for information on Academic Integrity is the University Calendar (Click on “Policy on Academic Integrity”):
[https://www.uvic.ca/calendar2020-05/undergrad/index.php#policies](https://www.uvic.ca/calendar2020-05/undergrad/index.php#policies)

**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/)
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


4. Dr. Mitchell of the UVic English Department: