

Psychology 260 (A01)
Introduction to Mental Health and Wellbeing

CRN 31317, Summer 2022
Mondays-Fridays at 12:30 pm – 2:20 pm
David Turpin Building, Room A120

Instructor: Christina Robillard, MSc
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Office Hours: By appointment

Teaching Assistant: Jie Li
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Office Hours: By appointment

Territory Acknowledgement:

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

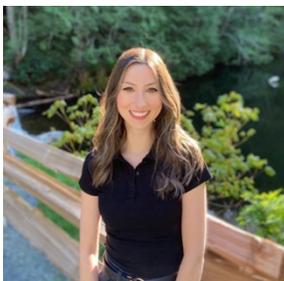
Course Description:

Welcome to PSYC260! This course will provide a broad overview of core concepts, theories, and research in clinical and abnormal psychology. We will learn about specific disorders classified in the *Diagnostic and Statistical Manual of Mental Disorders – 5th Edition* (DSM-5). We will discuss the diagnostic criteria and typical clinical presentations of these disorders, theories that explain why they develop and persist, and evidence-based treatments that are available. We will also use case vignettes to help understand the complexity of the psychological disorders that are covered.

By the end of this course, students will be able to:

- Understand what it means for behavior to be considered “abnormal” or “disordered”;
- Describe diagnostic features of psychological disorders based on the DSM-5;
- Identify biological, psychological, and social factors that underlie these disorders;
- Describe evidence-based treatments for different psychological disorders;
- Demonstrate an empathic stance towards people experiencing psychological disorders;
- Discuss unresolved issues related to understanding mental health and wellbeing, and what the field of clinical psychology can do to address these issues.

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 need support, please see the resources listed in the *Be Well* section of this syllabus.



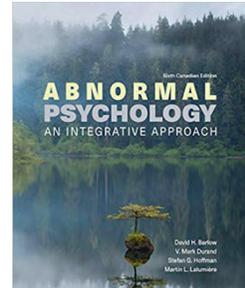
About the Instructor

I am currently a PhD Candidate in Clinical Psychology at UVic. My research focuses on how the family environment contributes to the development of nonsuicidal self-injury in adolescents. As a student, I split my time between course work, research, practica, and community service. I have experience providing assessments and therapy to children, youth, and young adults under the supervision of registered psychologists. I was

formerly a practicum student at the UVic Psychology Clinic and Victoria Child and Family Psychological Services. If you have questions about how grading and instruction operates if we have interacted in these settings, please let me know. I strive to maintain clear and respectful boundaries between my roles.

Required Textbook:

Barlow, D. H., Durand, V. M., Hofman, S. G., & Lalumière, M. L. (2020). *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. MindTap is NOT required.

Pre-requisites:

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

Course Registration:

Students will not be automatically dropped from the course for non-attendance. Please check your registration status by the drop deadline and ensure you are registered in the course.

Evaluation:

Evaluation	Date	Percentage of Grade
Test 1	June 9	30%
Test 2	June 17	30%
Test 3	June 24	30%
Group Vignette Analysis	June 7, 15, and 22	10% (3 x 3.33% each)
Optional Paper	June 20 (due at 11:59 pm)	15% (reduces the weight of the lowest test grade to 15%)
Research Participation or Alternative	June 24	Up to 2% BONUS added to final grade

Tests (90% total, 30% each):

There will be a total of three in-person, closed-book tests. The tests will be non-cumulative and include multiple choice and short answer questions. For the short answer questions, you will be given three choices and asked to provide answers to two questions. Please note that if you respond to all three short answer questions, only the first two will be marked. The tests will cover both lecture and assigned reading material. Students must complete all three tests, even if they decide to write an optional paper (see next page).

Group Vignette Analysis (10% total, 3 x 3.33% each):

To develop your ability to apply course knowledge, you will analyze three case vignettes within a group of approximately five students. Specifically, your group will be asked to write three brief

statements regarding your diagnostic impressions and treatment recommendations for the case. There will be dedicated class time to meet with your group (see course schedule for dates). However, groups can decide if they would like to meet at an alternative time in-person or online.

Optional Paper (15% total, reduces the weight of the lowest test grade to 15%):

The optional paper will entail writing a brief literature review (4-5 pages double spaced) on one of the topics posted on Brightspace. Alternatively, you can create your own topic (related to course content) and send it to me for approval by June 10. Papers with topics that are not approved will not be marked. If you choose to write a paper, the mark you receive will comprise 15% of your final mark (and reduce the weight of your lowest test grade to 15% of your final mark). If you receive a lower grade on the paper, then your lowest test grade will be retained at 30% of your final grade. In other words, your final grade *cannot* decrease by submitting the paper.

SONA Bonus (2%):

To learn more about psychological research, you may earn up to 2% extra credit points toward your final grade by participating in studies conducted in the Department of Psychology. One hour of participation will earn you one SONA credit. Credits are given in .5 increments, with one credit required for a 1% increase in your final grade. Thus, two hours of participation would earn the full 2% extra credit. 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 contact me to arrange for an alternative option involving written assignments.

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
A = 85-89	B = 73-76	C = 60-64	
A- = 80-84	B- = 70-72	D = 50-59	

Course Delivery & Attendance:

This is a condensed and intensive course that meets for two hours every weekday for a total of 17 classes. Each class will include lecture material, videos, case vignettes, and questions to enhance and expand on course material. In addition to increasing your understanding of mental health and wellbeing, I hope to foster a dynamic learning environment where we can exchange opinions and ideas with each other.

Unless public health orders change, this course will be offered fully in-person. Medical documentation for short-term absences is not required for the Summer 2022 term (approved by the Senate). In the event of a short-term absence (e.g., due to illness), I will post lecture slides and endeavor to upload lecture recordings on Brightspace. These recordings should not be relied on because they are subject to available equipment and technical difficulties may occur. If you miss a class, you are encouraged to ask a classmate for notes. You may also ask me specific questions about course content during office hours.

Class Recording:

Please be aware that I will try to record lectures to allow students who are not able to attend (e.g., due to illness) to watch later. The recording will be posted on Brightspace. Students who have privacy concerns can contact me.

Late Policy:

You are expected to meet the posted deadlines for tests/assignments in this course. If you cannot meet a deadline (e.g., due to illness, accident, or family emergency), please contact me *prior to* the deadline to discuss arrangements. Late assignments without contacting me will be deducted 10% per day. If you have questions, I encourage you to ask them during or immediately after class or schedule a meeting with me. You can also contact me by email. Please include PSYC260 in the subject line of the e-mail and allow 48 hours for a response.

Failure to complete one or more of the course tests/assignments will result in a grade of “N”, regardless of the cumulative percentage of all other elements in the course. “N” is a failing grade and factors into GPA as a value of zero. In accordance with the university’s policy on academic concessions, *“A student who completes all course requirements is not eligible for an academic concession”*. Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Respect for Diversity:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, age, disability, physical appearance, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements.

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 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.

Centre for Accessible Learning:

If you have a mental or physical health concern and need an academic accommodation (such as extra time on exams or a quiet room for test taking), please register as soon as possible with the Centre for Accessible Learning (CAL): <https://www.uvic.ca/services/cal/>.

Tentative Schedule

Block	Date	Topic	Reading
1	Thursday, June 2	History of Abnormal Behavior	Ch. 1
	Friday, June 3	Integrative Approach to Psychopathology	Ch. 2
	Monday, June 6	Anxiety	Ch. 5
	Tuesday, June 7	Pre-Occupation/Obsession + Group Meeting	Ch. 6
	Wednesday, June 8	Trauma and Dissociation	Ch. 7
	Thursday, June 9	Test 1 (Chapters 1, 2, 5, 6, 7 + Lecture Material)	
2	Friday, June 10	Mood Disorders	Ch. 8
	Monday, June 13	Special Topic: Suicide and Self-Injury	TBA
	Tuesday, June 14	Eating Disorders	Ch. 9
	Wednesday, June 15	Sleep Wake Disorders + Group Meeting	Ch. 10
	Thursday, June 16	Substance Use and Impulse Control	Ch. 12
	Friday, June 17	Test 2 (Chapters 8, 9, 10, 12 + TBA Reading + Lecture Material)	
3	Monday, June 20	Personality + Optional Paper Due	Ch. 13
	Tuesday, June 21	Schizophrenia and Psychosis	Ch. 14
	Wednesday, June 22	Neurodevelopmental Disorders + Group Meeting	Ch. 15
	Thursday, June 23	Legal and Ethical Issues	Ch. 17
	Friday, June 24	Test 3 (Chapters 13, 14, 15, 17 + Lecture Material)	

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

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Summer 2022

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 2022

<https://www.uvic.ca/calendar/future/undergrad/index.php#/programs?expanded=>

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 last day of classes***

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 last day of classes***

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 2022.

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/academic-integrity/>
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 <https://www.uvic.ca/library/help/citation/plagiarism/index.php>
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/