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<https://bright.uvic.ca/d2l/home/230390>

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### *Learning Outcomes*

After completing this course, you will be able to:

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- *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

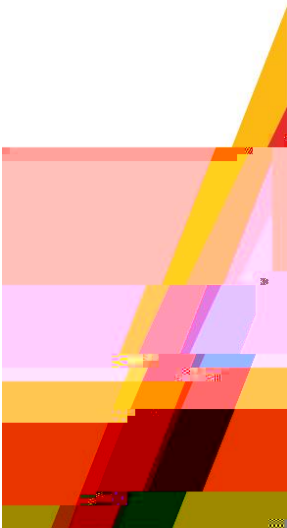




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### BREAKDOWN OF STUDENT ASSESSMENT

Note: 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 (i.e., the exams) and not for non-essential course components.

#### Exams (3 exams, each worth 15%)

\*NOTE: You must complete all three exams; failure to do so means you have not completed a major course requirement and will receive a N mark (failure due to not completing a course requirement) for the course 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 0.

You will write three in-class exams. Exams are non-cumulative, which means they will only cover material since the previous exam. All course material is testable (lectures, textbook chapters, additional course readings). The format of all three exams will be multiple choice and short answer and will take place during class time (Note: there is no exam during the final exam period).

*What to do if I miss an exam due to illness?*

Contact me ([kobelsky@uvic.ca](mailto:kobelsky@uvic.ca)) no later than ~~three~~ ~~days~~ ~~Q~~ ~~Eaf~~ ~~F1~~ ~~11~~ ~~req~~ ~~0~~ ~~612~~ ~~92~~ ~~re~~ ~~W~~ ~~\*n6~~ ~~(1~~ ~~11~~ ~~04~~ ~~333~~ ~~53~~ ~~Tm~~ ~~0~~ ~~G~~ ~~(tak~~ ~~8~~ ~~(e~~ ~~)-3~~ ~~(p~~ ~~3~~ ~~(lac~~



Structured Discussion Topics (best 4 of 6) = 25% of final grade

Students will choose one topic from a select group of discussion prompts and complete short writing assignments.





personal experiences. This can be done by phrasing your statements/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.

Provide constructive feedback. We are always looking for ways to improve the course to facilitate learning. You are highly encouraged to provide constructive feedback about your experiences in the course. Please see us in office hours to discuss your concerns or suggestions.

*Course Experience Survey*

I value your





### 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, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our 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 us 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 we can make arrangements for you.

Changes to this syllabus:



**UNIVERSITY OF VICTORIA**  
Department of Psychology  
Important Course Policy Information  
Winter Session 2022/23

**Accessible Learning**

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with

## **Copyright**

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## **Course Experience Survey (CES)**

The instructor values your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to



## Prerequisites

## University of Victoria Students' Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at [uvss.ca](http://uvss.ca)!

### Academic Important Dates

#### Winter session - second term (January – April)

Monday, Jan 9 <sup>th</sup>	Second term classes begin for all faculties
Sunday, Jan 22 <sup>nd</sup>	Last day for 100% reduction of second term fees for standard courses 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, Jan 25 <sup>th</sup>	Last day for adding courses that begin in the second term
Tuesday, January 31 <sup>st</sup>	Last day for paying second term fees without penalty
Sunday, Feb 12 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses 100% of tuition fees will be assessed for courses dropped after this date.
Feb 20 <sup>th</sup> - Feb 24 <sup>th</sup>	Reading Break for all faculties
Tuesday, Feb 28 <sup>th</sup>	Last day for withdrawing from full year and second term courses without penalty of failure
Thursday, Apr 6 <sup>th</sup>	Last day of classes in second term for all faculties
Apr 11 <sup>th</sup> - Apr 26 <sup>th</sup>	Second-term formal examination period



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/undergraduate/housing-student-life/student-life/index.php>

***Counselling Services:***

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness->

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<team/index.php#ipn-physicians>

***Centre for Accessible Learning: s***

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[www.uvic.ca/services/cal/](http://www.uvic.ca/services/cal/)

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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:***