

Psychology 366 (A01)  
Psychological Disorders of Childhood and Adolescence  
Term 202205, CRN 31211

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Instructor	Teaching Assistant
Dr. Catherine Costigan Cornett A170 <a href="mailto:costigan@uvic.ca">costigan@uvic.ca</a>	Cian Dabrowski

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7. Advocate for empathic and non-stigmatizing representations of mental health
8. Critique the strengths and weakness of current systems of classifying mental health challenges
9. Assess information about mental health and wellbeing for accuracy and/or bias

**Prerequisites.** The prerequisites for this course are PSYC 260 and PSYC 201. 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. Given the demand for this course, students who do not attend the first two classes (and do not provide notification to the instructor if valid circumstances prevent attendance) will likely be dropped from class registration.

### PSYC 366 Anticipated Schedule of Topics May-June 2022

**Date**

**Topic**

the textbook. We will also use class time for questions and group discussions. If you are not feeling well,

your conceptualization of the case, as well as respond to the ideas of others. Since the forum will be open for more than one week, there will be no make-up forum available except under extenuating circumstances. More information will be posted on Brightspace.

**Three non-cumulative exams** will be given that cover both the readings and the lectures/ class discussions. Exams will include multiple choice and short answer questions.

It is your responsibility to attend class and exams as scheduled. Students who miss an in-class exam or assignment will receive a mark of zero unless they have an illness or a family emergency. If you miss an exam due to illness, accident, or family affliction, you should notify me by e-mail as soon as possible. If you are too ill to take an exam, please do not! I will not be able to drop your exam mark after-the-fact. Make-up exams will be offered within one week of the originally scheduled exam. If you are unable to take the exam in that time frame, the other exams may be weighted more heavily in calculating your final mark for this course.

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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>). In the final two weeks of the term, an email will be sent inviting you to complete the CES online. I will set aside approximately 15 minutes at the beginning of class for students to complete the CES.

### **Important Notes**

1. I am committed to promoting, providing and protecting a **positive, supportive and safe learning and working environment**. Please feel free to talk with me anytime during the semester. I welcome the opportunity to assist you in your learning. If there is a problem that is negatively affecting your performance, contact me early so that we can develop a plan to help you succeed in this class. acl t (e)10.0u.7 (i)-3.3



**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

***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&bcItemName=08%20-%20Policy%20on%20Academic%20Integrity&bcType=policies](https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemName=08%20-%20Policy%20on%20Academic%20Integrity&bcType=policies)

# 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/](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/)

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