

Psyc 431(L01)		Current Issues in Psychopathology		Winter 2019
	<b>Instructors</b>		<b>Marking TA:</b>	
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<b>Office:</b>	Admin 272	Admin 245		
<b>Office Hours:</b>	By appointment	By appointment		
<b>Lecture location:</b>	PF 128	<b>Lecture Days/Time:</b>	Tuesdays 6:00-8:45 pm	

### Course Description

This course will provide an overview of current issues in the assessment, etiology, and treatment of psychopathology. Examples of issues to be covered include the use of trigger warnings in classrooms, whether pornography reduces the incidence of rape, the use of forced treatment of people with serious mental illness, and social transitioning as a treatment for transgender children. The format of the course will be lectures and debate-style presentations. Students who complete the course will gain a broad understanding of current controversial topics in psychopathology, develop critical thinking skills, and gain experience in consuming and critically evaluating psychology research literature. You will be prepared to critically consume information about issues related to psychopathology, discuss and form balanced perspectives on controversial topics, and engage effectively in future courses in psychology.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	PLO	Level
Recognize different perspectives that can be applied to ethical dilemmas	6	A
Assess and critically evaluate information, ideas, and assumptions comprehensively and from a variety of perspectives	1	A
Use relevant sources of scientific knowledge to identify, frame, and generate novel solutions to problems or issues	1	A
Contribute to knowledge and problem solving using integrative and creative approaches	1	A
Give presentations to increase knowledge, foster understanding, and impact the target audience	4	A
Articulate and explain key messages and concepts clearly and credibly	4	A
Demonstrate accountability and integrity in professional and peer relationships	4	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

## Prerequisites

Psyc 312 – Experimental Design and Quantitative Methods for Psychology  
Psyc 385 – Abnormal Psychology

## Required Text

Halgin, R. P. (2018). *Taking sides: Clashing views in abnormal psychology* (9<sup>th</sup> edition). McGraw Hill, Iowa. The text is available for purchase at the University of Calgary bookstore. **Note:** Previous editions of the text are not suitable for the course because the examined issues differ from the current edition.

Other assigned readings are available via the University of Calgary electronic library.

**Note:** We will be using Top Hat in this course. You will receive an email with an invitation to join the course in Top Hat or you may search for the course and add yourself to it on your own by following this link: <https://app.tophat.com>.

## Evaluation

Component	Date	Weight
1. Midterm Exam	February 26	30%
2. Debate	March 5 – April 2	35%
3. Final Exam	TBD (during final exam period, April 15-27 <sup>th</sup> )	30%
4. Participation	Throughout	5%

- 1. Midterm exam (February 26).** This 2-hr exam will be composed of multiple-choice and short essay questions. The exam will cover all material covered in class prior to the exam date up to and including February 12, together with assigned readings. Exam will be closed-book (i.e., textbooks/notes/electronic devices are not permitted).
- 2. Debate.** 35% of your mark is based on a class presentation/debate and accompanying position paper. A team of 2 people will debate another team of 2 people on a contentious issue in clinical psychology. The grading breakdown is as follows:

Component	Weight	Criteria
A. Position Paper	50%	Quality of content, soundness and clarity of argumentation, use of empirical evidence from reputable sources (i.e., not just opinions), integration of material outside of textbook chapter, writing (proper spelling and grammar; clear, complete, concise, and easily comprehensible sentences), organization, APA 6 <sup>th</sup> ed. formatting
B. Presentation/Debate	50%	Quality of content, use of audio/visual aids, organization, clarity of speakers, flow of the presentation, soundness and clarity of arguments and rebuttals, use of empirical evidence from reputable sources (i.e., not just opinions), integration of material outside of textbook chapter

***Failing to present on the scheduled date will result in a loss of 5% of the total course mark. Papers not handed in by 10pm the night before the presentation will result in a loss of 10% in your paper mark for each day late, including weekends.***

**Choosing a partner/topic/position/date:** You will find a debate/paper partner during the first weeks of class. On D2L, indicate your partner choice by clicking Communication > Groups on the top ribbon, and then self-enrolling in a 2-person group together with your partner. **Pick your partner and self-enroll in a group with them by January 29<sup>th</sup>.** If you do not self-enroll in a group by January 29<sup>th</sup>, D2L will randomly pair you with someone.

You may choose any of the topics from your textbook for your presentation EXCEPT the topics covered in lectures. The purpose of the debates and position papers is to allow you to practice considering multiple sides of an issue, critically consuming information, formulating sound arguments, and talking about controversial issues in a respectful and well-informed way. You may learn most when you apply these skills to an issue you are not already highly familiar with, or in support of a position you do not agree with. Accordingly, **when selecting a topic and pro/con side, please consider picking an issue you are unfamiliar with and/or a position you do not initially agree with.** The week of **January 29<sup>th</sup>**, an online survey will be distributed where you will indicate your preferred 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices for a topic; pro/con side; and date. The instructors will attempt to assign groups their preferred topics, positions, and dates, but cannot guarantee that your preferred choices will be obtained.

**A. Position paper (due 10:00 pm the night before your debate).** Each debate team submits ONE 10- to 12-page (double-spaced, 12 point Times New Roman) position paper. Both team members must contribute to writing. The paper gives you the opportunity to expand on your presentation points in greater detail. **Note** that your paper should **expand** the detail of your presentation and not merely summarize it. New research is regularly published on the topics, so do not restrict your coverage of the issue to data presented in the textbook.

Please note that is not sufficient to use the argument that the “research is flawed” to support your side. All research is flawed in some way. Provide specific criticisms of why research on the topic is flawed, and how this affects the credibility of the evidence. Whenever possible, look at the majority or summary of available research evidence (e.g., results from meta-analyses) and not just one or two studies that have findings supporting your position. Criticisms of research should be specific, rather than broadly applicable (e.g. criticizing a study on the basis of sample size would be considered a weak criticism).

Use headings to structure the text. You can use tables to summarize arguments or specific evidence, however the bulk of the paper should be written in complete sentences like a regular term paper. The paper should be in APA 6<sup>th</sup> edition format. APA formatting guidelines include but are not limited to specifications on the following: title page appearance, paper structure, in-text citations, reference list, font, formatting, page numbers, headings, etc. Please ensure you follow APA formatting guidelines, available at the following link: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_changes\\_6th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_6th_edition.html) If you have any difficulty preparing your paper in APA style, please consult a librarian. The paper should have at least 8 to 10 references. Please review primary source material (i.e., original empirical journal articles) in addition to secondary sources.

Electronic submissions of the paper are due by 10:00 pm the night before the presentation. You must **submit your paper on D2L** (click Assessments > Dropbox > Position paper). Either group member may submit for your team. If you make a mistake and submit the wrong file, you may submit again before the deadline, and D2L will only keep the most recent version.

**B. Presentation/Debate.** 20 to 25 minutes are allotted for each team’s presentation and 5 to 10 minutes for each team’s rebuttal. The order of speakers will be: 1) Yes side – main presentation; 2) No side – main presentation; 3) Yes side – rebuttal; 4) No side – rebuttal; 5) Class discussion.

Your presentation should be delivered with accompanying PowerPoint slides. You do not need to provide extensive background on the topic selected except how it pertains to your side of the issue. The debates are intended to be enjoyable, so feel free to use cartoons, video clips, class demonstrations, etc. However, it is important to keep them professional and relevant. **Submit your PowerPoint slides on D2L by 10:00 pm the night before your debate** (Dropbox > Debate PowerPoint). Either group member may submit for your team. If you make a mistake and submit the wrong file, you may submit again before the deadline, and D2L will only keep the most recent version.

During the Rebuttal, choose a few major points the other side presented and attempt to dispute them with your evidence or arguments. Your rebuttals should be based on logic and opposing data, not just on opinion that is not based on evidence. During the Class discussion, questions from the class can be directed at one or both groups.

Peer ratings: At the end of each debate the class will evaluate each team using online software. Students will evaluate one another based on the quality of presentation, soundness of arguments, and use of supporting materials on a 10-point scale, with space for comments. These ratings will not be used to assign grades to the debate teams, however, completion of peer ratings will count toward your participation grade for the course. Each team will be provided with the class rating averages, a summary of the comments, and the instructor's feedback and grade.

**Rationale.** Presentations at 400-level psychology courses are common. The experience can be invaluable in preparing you for future oral reports in graduate school, professional school, or work settings. Much of the material in Psychology 431 lends itself to a debate-style presentation. The textbook is organized in a pro/con format. For every topic in the text, there is compelling evidence on both sides of the issue. There is no right or wrong answer to each issue. Rather, the debates provide the opportunity to review evidence in detail (i.e., sort out opinion and myth from fact) and promote discussion and critical evaluation of the issue.

**A note about group work.** Most students have no problems working together in preparing for the presentations. However, occasionally teams experience problems, for example, one person in the group not doing their share. A few suggestions to prevent this from happening are:

- Divide the work up logically with **clear expectations on length and quality**.
- Set deadlines in advance of the presentation date to review the material within your group. For example, if you are each writing a section of the paper, have it ready at least one week before the due date to review, edit, and condense the material to everyone's satisfaction.
- Have open discussions on how the work is going and who in the group should be doing more or less.
- Be mindful of individual strengths and weaknesses. Some students are better writers, while others are better at public speaking. Divide up the work according to the strengths of your group members. Both team members should participate in the presentation and writing of the paper, however.

If you are experiencing problems within your group and cannot resolve them internally, **please talk to the instructor well before the presentation date!** We can probably work out a solution. Please do not wait until after the presentation is done and the paper is submitted to tell us about the problem.

3. **Final exam.** 30% of your mark is based on a final 2-hour exam scheduled by the Registrar during the final examination period. The exam will consist of multiple-choice, short-answer, and essay questions from the text and lectures. This exam is not cumulative (i.e., material covered on the

midterm will not be on the final exam). It will cover all lecture material presented by the instructor, as well as all assigned readings (text and articles) after the first midterm (i.e., March 5 – April 9). Chapters/readings will correspond to the topics selected by the debate teams.

4. **Participation.** 5% of your mark is based on class participation. It is expected that all students will prepare for and participate in class discussion. Effective participation involves both quality and quantity of responses. Quantity does not make up for lack of quality. You will be evaluated on the quality of your contributions to class as demonstrated, in part, by knowledge of the readings for that week and your thoughtful analysis of the readings. You are required to come to class having completed and thought about the readings for that week. You will receive feedback on your participation mid-way through the semester. You will be asked to sign an attendance sheet at each class, but attendance alone does not guarantee a high participation grade. Your completion of peer ratings on the debates will also count toward your participation grade. If you will not be in class, please email the instructor prior to class.

**A note about public speaking.** Many students find it daunting or anxiety-provoking to speak and present in class. Research has demonstrated that the more people practice public speaking, the more comfortable they become. This course, with its interactive, debate-focused style, is intended to give you opportunities to practice expressing ideas, engaging with your peers, and discussing thought-provoking issues in the field of psychology. You will be graded on the content and clarity of your presentations, debates, and contributions to class discussion. *You will not be graded on your outward ease and comfort with public speaking.* If you have concerns related to public speaking, please do not hesitate to request a meeting with the instructor(s).

#### TENTATIVE LECTURE SCHEDULE

Date	Topic	Readings
***** Dr. von Ranson *****		
T Jan 15	(Instructors: von Ranson & Lacroix) Course overview incl. debate topics, format, teams. Practice debate: Are trigger warnings destructive in college classrooms?	Halgin Introduction (p. 10-15) Halgin Issue 3.3 (p. 256-274)  Joseph, R. & Drolet, M. (2017, November 17). Laurier university accused of censorship after TA reprimanded for playing gender pronoun debate clip. <i>Global News Canada</i> , <a href="https://globalnews.ca/news/3868080/laurier-accused-of-censorship-after-ta-reprimanded-for-playing-gender-pronoun-debate-clip/">https://globalnews.ca/news/3868080/laurier-accused-of-censorship-after-ta-reprimanded-for-playing-gender-pronoun-debate-clip/</a>
R Jan 17	<i>Last day to drop Winter Term half-courses.</i>	
F Jan 18	<i>Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit.</i>	
T Jan 22	Do we still need psychiatrists?	Halgin Issue 2.1 (p. 121-131)

T Jan 29	Is forced treatment of seriously mentally ill individuals justifiable?	Halgin Issue 3.5 (p. 298-316)  <b>Pick your debate partner and self-enroll in a group with them on D2L by January 29<sup>th</sup>.</b> If you fail to do so by January 29 <sup>th</sup> , D2L will randomly pair you with a partner. <b>Complete survey to indicate Topics/Positions/Dates preferences</b>
T Feb 5	Should psychologists prescribe medication?	CPA Task Force on Prescriptive Authority for Psychologists in Canada. Report to the Canadian Psychological Association Board of Directors, November 6, 2010. <a href="https://cpa.ca/docs/File/Task_Forces/CPA_RxPTaskForce_FinalReport_Dec2010_RevJ17.pdf">https://cpa.ca/docs/File/Task_Forces/CPA_RxPTaskForce_FinalReport_Dec2010_RevJ17.pdf</a>  <b>Debate Teams/Topics/Positions/Dates Finalized</b>
T Feb 12	Should orthorexia be considered a mental illness?	Barthels, F., Meyer, F., & Pietrowsky, R. (2018). Orthorexic and restrained eating behaviour in vegans, vegetarians, and individuals on a diet. <i>Eating and Weight Disorders</i> , 23, 159-166. doi:10.1007/s40519-018-0479-0 <a href="https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s40519-018-0479-0">https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s40519-018-0479-0</a>  Costa, C. B., Hardan-Khalil, K., & Gibbs, K. (2017). Orthorexia nervosa: A review of the literature. <i>Issues in Mental Health Nursing</i> , 38, 980-988. doi:10.1080/01612840.2017.1371816 <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01612840.2017.1371816">https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01612840.2017.1371816</a>
Feb 17-24	Reading Week. No lectures. University open (except Family Day).	
M Feb 18	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
T Feb 26	<b>MIDTERM EXAM</b>	
***** <b>Ms. Lacroix</b> *****		
<b>Remember to submit your slides + position papers on D2L the night before your debate!</b>		
T Mar 5	<i>Debate</i>	TBA
T Mar 12	<i>Debate</i>	TBA
T Mar 19	<i>Debate</i>	TBA
T Mar 26	<i>Debate</i>	TBA
T April 2	<i>Debate</i>	TBA
T April 9	Should individuals convicted of lower-tier sexually related	Halgin Issue 3.9 (p. 355-373) Halgin Issue 3.8 (p.346-354)

	crimes be listed on the sex offender registry? Does pornography reduce the incidence of rape?	
F Apr 12	<i>Winter Term Lectures End.</i> <i>Last day to withdraw from full courses and Winter Term half courses.</i>	
Apr 15-27	Winter Term <b>FINAL EXAMINATION</b> Period. Final exam to take place during this period, do NOT make travel plans prior to announcement of exam date.	

### Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

**F grade: *Course standards not met.*** Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A, but 89.4% will be rounded down to 89% = A-).

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](http://ucalgary.ca/registrar) (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised,***



***lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodations**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy). Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

### **Seating During Exams**

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department** <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the

department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology ([psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)).

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

**Research Participation Course Credit is Not Offered for this Course.**