

community and there are First people from other Nations across Turtle Island present here today.” -

Email me when you enter the “Waiting Room,” so I know you are waiting and to give me a chance to verify that you are a student in the course. I will speak with one student at a time while other students wait in the “Waiting Room.”

SYNCHRONOUS DISCUSSIONS

These discussion sessions will include a variety of interactive activities, including multiple-choice questions, breakout small group discussions, and opportunities for students to ask questions. Students can ask questions by “raising their hand,” typing a question in the chat box, or submitting a question before discussion on OnQ. The Zoom link each week will be: <https://queensu.zoom.us/j/93475296878?pwd=QVJvOUwyWS9TVzFqbTI3T1Vtb3k2dz09> Please note that you need to sign in with a “queensu.ca” account to enter the room.

NOTICE OF RECORDING

Synchronous (live) classes will be delivered in this course through a video conferencing platform supported by the University [MS Teams or Zoom etc]. The University has taken steps to configure these platforms in a secure manner. Classes may be recorded with video and audio (and in some cases transcription) and may be made available to students in the course for the duration of the term. The recordings may capture your name, image or voice through the video and audio recordings. By attending these live classes, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

To learn more about how your personal information is collected, used and disclosed by Queen’s University, please see the [Notice of Collection, Use and Disclosure of Personal Information](#).

EQUITY, DIVERSITY, AND INCLUSION STATEMENT

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples.

ACCOMMODATIONS STATEMENT

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

Please submit accommodation letters to our accommodations course TA, Sung Min.

ACADEMIC CONSIDERATION FOR STUDENTS WITH EXTENUATING CIRCUMSTANCES

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics.

This may include but is not limited to:

Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)

Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)

Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#))

PRIVACY STATEMENT

This course makes use of Turnitin. Be aware that by logging into Turnitin, you will be leaving onQ, and accessing their websites and programs. Your independent use of these sites, beyond what is required for the course (for example, purchasing the company's products), is subject to each company's terms of use and privacy policy. You are encouraged to review these documents, using the links below, before using the sites.

- Turnitin - http://turnitin.com/en_us/about-us/privacy

COURSE REQUIREMENTS

PARTICIPATION (10%)

Introductory Activity – To earn 6 points toward your Participation grade, please complete the following two introductory activities (by 11:59pm on Sept 20 or within one week of enrolling in the course): (1) take the “introduction survey” (3 points); and (2) post a headshot of yourself and state your favorite movie growing up on OnQ to introduce yourself! (3 points). See OnQ course website (Content – Week 1) for further instructions.

GROUP WRITTEN ASSIGNMENTS (30%)

You will be assigned to groups of 4 students in the fourth week of class. You will complete two written assignments together over the course of the semester. In the first paper, you will review research about the role of an etiological/risk/associated factor in the development and treatment of a particular mental disorder (~6-8 pages, 15% of grade). In the second paper, you will write a research proposal related to the etiological/risk/associated factor that you wrote about in the first paper (~6-8 pages, 15% of grade). Instructions for assignments (including page lengths, which may be different than above) will become available on OnQ (see course schedule for dates). Assignments are to be submitted electronically on OnQ via Turnitin (see below) by 11:59pm on the day they are due (see course schedule for dates). Late assignments will receive a penalty of a drop of one grade level (e.g., from “A” to “A-”) for each 24-hour period it is late. Assignments will not be accepted more than one week after the due date. Exemptions to the late penalty may be made for documented extenuating circumstances. Please email me and the TA as soon as you know you will be needing an extension.

EXAMS (60%)

There will be a midterm and a final “at-home” exam (non-cumulative), each worth 30% of your grade. Exams will be considered “open-book” and will be posted on OnQ for a 24-hour period starting at 8:30am (see schedule below for dates). Once you begin an exam, you will have up to 3 hours to complete the exam. Questions may be in the form of short answer or long response. Questions will cover material presented in lecture videos[(A)JTJETQq0.00000912 0 612 792

Student Academic Success Services, SASS; <https://sass.queensu.ca/>) that distributes the 8-10 hours per week and avoid “cramming.” This way you will be more likely to complete the course successfully and remember what you learned longer.

GRADING

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale (see below).

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56

TENTATIVE COURSE SCHEDULE

