

SSC295 Abnormal Psychology



For the Acadeum Course Sharing Consortium



We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

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. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright ©1998 University of Calgary

SSC295 Abnormal Psychology (online)
Rocky Mountain College
Credits: 3

COURSE DESCRIPTION & PURPOSE

SSC295 is an introduction to theory and practice in psychology as related to the nature, causes, and treatments of abnormal behaviour patterns. The course is designed to enable the student to recognize and respond to significant, abnormal behaviour patterns, which are frequently encountered in society, and to interact effectively with mental health professionals and agencies that provide services. Prerequisite: SSC193.

COURSE TEXTBOOKS

Required Text:

Comer, R. J. (2015). *Abnormal psychology* (9th ed.). New York, NY: Worth Publishers.

Optional Reference Text:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

TECHNICAL COMPETENCIES FOR THIS COURSE

Access to and basic use of a computer and Internet are required technical competencies for this course. All submitted student work must be submitted in Word document file format (.doc, .docx, or pdf). Ability to access YouTube and other video files using a *Flash* program. (Note: free installation of Flash can be readily found on the Internet)

SSC295 COURSE OBJECTIVES

After completing this course students should be able to:

- Identify and explain processes by which mental health disorders are defined and determined
- Identify and explain mental health research designs and the possible applications of each
- Outline the history and current function, limitations, and role of the Diagnostic Statistical Manual of Mental Disorders, 5th ed. (DSM-5)
- List the basic categories and the criteria for the mental health disorders as defined and listed in the DSM-5

- Describe dominant treatment models, approaches, and perspectives for mental health disorders
- Describe typical drug therapies and treatments for DSM-5 mental health disorders
- Differentiate between disorders common in particular life stages (e.g., childhood)
- Distinguish between common psychological testing and assessment tools and their advantages and disadvantages
- Identify how societal systems, norms, and structures interact with mental health issues (e.g., homelessness, legal system, correctional institutions, community safety)
- Integrate beliefs about faith and mental health disorders, both personally and professionally

SSC295 COURSE OUTLINE (COURSE LEARNING PATH)

Please refer to the table below for the pacing and requirements of this course. With the exception of the Discussion Post Assignments, this course is to be completed independently by each student. However, online discussion is encouraged and increases both learning and connection with other students.

The following *Course Outline Table* includes the required activities, the assignments due dates, the Discussion Post topics and other helpful information. Also note the estimated amount of time expected for completion of each *Module*. Times for *Module* completion will vary; some will require more time than others so it is best to prepare for these ahead of time.

Course Outline Table

Course Module Number	Textbook Chapters To Read for the Module	Textbook (pages)	Other Required Activities For the Module	Learning Activity Due Each Week	Assignments Due By The End of This Module	Estimated Time to Complete Course Work (Hours)
Module 1	Ch. 1 Abnormal Psychology Past & Present	Comer, 2015, pp. 1-28	Learning Activity 1-1: View Video-Global Mental Health	Module 1 Learning Activity: Mental Health Disorders	Reflection Questions Assignment	Total: 6.5 hours
	Ch. 2 Research in Abnormal Psychology Models	Comer, 2015, pp. 29-54	Learning Activity 1-2: View Video-Global Mental Health			

Module 2	Ch. 3 Models of Abnormality	Comer, 2015, pp. 55-96	Learning Activity 2-1: View Video-Psychotherapy Efficacy and Effectiveness	Module 2 Learning Activity Culture & Mental Health Disorders	Reflection Questions Assignment End of Module 2: Online Quiz	Total: 9.5 hours (Includes Quiz & Quiz Prep Time)
	Ch. 4 Clinical Assessment, Diagnosis, & Treatment	Comer, 2015, pp. 97-128				
Module 3	Ch. 5 Anxiety, OCD, & Related Disorders	Comer, 2015, pp. 129-176	Learning Activity 3-1: View Video-Obsessive-Compulsive Disorder	Module 3 Learning Activity : Self-Help Resources	Reflections Questions Assignment	Total: 7.5 hours
	Ch. 6 Disorders of Trauma & Stress	Comer, 2015, pp. 177-214				
Module 4	Ch. 7 Depressive & Bipolar Disorders	Comer, 2015, pp. 215-252	Learning Activity 4-1: Video-Melancholy	Module 4 Learning Activity : Spiritual Assessments	Reflection Questions Assignment	Total: 7.5 hours
	Ch. 8 Treatments for Depressive & Bipolar Disorders	Comer, 2015, pp. 253-282				
	Ch. 9 Suicide	Comer, 2015, pp. 283-316				
Module 5	Ch. 10 Disorders Featuring Somatic Symptoms	Comer, 2015, pp. 317-348	Learning Activity 5-1: Research Pro-Ana Websites	Module 5 Learning Activity : Fashion Models & Body Image	Reflection Questions Assignment End of Module 5: Essay	Total: 12.5 hours (Includes Essay)
	Ch. 11 Eating Disorders	Comer, 2015, pp. 349-380				
Module 6	Ch. 12 Substance Use	Comer, 2015, pp. 381-424	Learning Activity 6-2:	Module 6 Learning Activity :	Reflection Questions Assignment	Total: 7.5 hours

	& Addictive Disorders		View Video- The War on Drugs Policy Review	<i>Insite</i> and Substance Misuse		
	Ch. 13 Disorders of Sex & Gender	Comer,; 2015, pp. 425-464	Learning Activity 6-2: View Video- Another Approach to Treating Addiction			
Module 7	Ch. 14 Schizophrenia	Comer, 2015, pp. 465-492	Learning Activity 7-1: View Video- Schizophrenia	Module 7 Learning Activity : Schizophrenia in Society	Reflection Questions Assignment	Total: 6.5 hours
	Ch. 15 Treatments for Schizophrenia & Other Severe Mental Disorders	Comer, 2015, pp. 493-518				
Module 8	Ch. 16 Personality Disorders	Comer, 2015, pp. 519-562	Learning Activity 8-1: View Video- Adverse Childhood Experiences and Mental Health	Module 8 Learning Activity: Personality Profiling	Reflection Questions Assignment	Total: 8 hours
	Ch. 17 Disorders Common Among Children & Adolescents	Comer, 2015, pp. 563-606				
Module 9	Ch. 18 Disorders of Aging & Cognition	Comer, 2015, pp. 607-634	Learning Activity 9-1: View Video- Aging Well	Module 9 Learning Activity : Disability in Community	Reflection Question Assignment	Total: 6.5 hours
	Ch. 19 Law, Society, & the Mental Health Profession	Comer, 2015, pp. 635-663				
Module 10	Course Integration	There are no textbook	Learning Activity 10-1: Read article	Module 10 Learning Activity :	Reflection Questions Assignment	Total: 9 hours

		readings for this Module	about Christianity, Psychology and Psychotherapy	Who's Afraid of Aging?	End of Module 10: Essay Assignment	(Includes Essay)
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SSC295 COURSE REQUIREMENTS DESCRIPTIONS

SSC295 has a variety of assignments due throughout the course. There are five graded components in this course: one online quiz; Reflection Questions; Learning Activities; and, two essay assignments. There are also required textbook readings and learning activities to complete by the end of each module.

Please take a few moments to familiarize yourself with the table shown above for an overview of the course readings, learning activities, assignments, and due dates. This table also suggests the approximate hours required by the student to complete the course readings.

For students who have requested due dates, late assignments for non-emergency reasons will incur the following penalties: loss of 5% of total mark per day to a maximum of 35%. Assignments submitted more than 7 days late will be marked as zero.

If you have any questions or concerns about assignments, please voice them sooner, rather than later, if possible. Contact the professor via the course message board or use email to discuss anything regarding your learning in this course. Students are welcome to schedule a phone appointment if the email responses do not sufficiently address your questions or concerns.

1. **Textbook readings:** are required for each Module. Please refer to the Course Outline Table for relevant page numbers.
2. **Learning Activities:** Learning Activities are assigned to each Module and should be completed before responses to the Reflection Questions are written.

Learning Activities Assignments (totalling 10 per entire course) are worth 10% of your total mark for the course.

Please Note: Some Learning Activities in the Modules include TED Talks, websites, and videos that may or may not represent the views of Rocky Mountain College, the textbook, or the Course Instructor, nor will all represent an authoritative source. It is expected that the student will consider the material in the Learning Activities as applicable to the genre in which they are presented. Non-authoritative resources are presented for the purposes of providing auxiliary information and ideas about a topic of discussion and reflection. If you have any questions about this or anything else in the course, please contact the Course Instructor.

3. Reflection Question Assignments: Due end of each Module

Reflection Questions will be available at the beginning of each Module and are meant to spur on critical thinking and integration about what you are learning. Some of the questions will be taken from the text and others will reference other learning tools (e.g., videos) provided in the course activities. It is expected that you will complete the Reflection Questions as you proceed week-by-week through the course.

Uploaded assignment document files must include answers to all Reflection Questions assigned for the Module. Each submission will be worth 10 points. Refer to the Reflection Questions rubric for this assignment at the end of the course syllabus.

Reflection Question Assignments (totalling 10 Reflection Questions Assignments) are worth 20% of your total mark for the course.

APA formatting is not required for the Reflection Questions Journal responses (unless you are citing material). However, please use the academic writing style (e.g., double-spacing, proper grammar, and paragraph form).

4. Online Quiz: Due end of Module 2

Online Quiz: This quiz will cover the Learning Activities from Modules 1 and 2 of the course, which includes readings from Chapters 1-4 of your course textbook and requires knowledge of terms and core concepts. You will have one hour and a half to complete the quiz online. There will be 20 multiple-choice questions; each will be worth one point each. Please remember that once you begin the quiz it will not be available to re-take or re-open again. Therefore, be sure to plan enough time to complete the quiz in the 1.5 hours time period given.

This quiz is worth 10% of your total mark for the course.

5. Analytical Essay Assignment: Due End of Module 5

Brief Information about this essay assignment:

*This essay will be inclusive of the learning activities from Modules 3 and 4 and the Readings from Chapters 5-9. This Essay is worth 30% of your total mark for the course. Refer to the SSC295 Essay Assignment Rubric for grading criteria, which is found at the end of this course syllabus. **Please contact your instructor as soon as possible if you have any questions or concerns about this or any other assignment.***

Essay #1 Topics and Requirements

- **Choose ONE of the following mental health disorders as the subject of your essay:**
 - Major Depressive Disorder
 - Body Dysmorphic Disorder
 - Obsessive-Compulsive Disorder

- **Find and reference at least three peer-reviewed journal articles** dated 2008-present that discuss the mental health disorder you chose and use these articles to provide information about the questions listed below. *Remember that much of what is found on the Internet is not considered research and thus cannot be used as source documents or journal articles (e.g., Wikipedia, web blogs). The RMC library and on-line search engines are a good source for peer-reviewed journals articles. Please note: cite and reference the DSM-5 when citing diagnostic criteria for a disorder.*
- **For the disorder you choose, write an 800-1000 word Analytical-type Essay that answers the following questions:**
 1. What are the main criteria for this disorder according to the DSM-5?
 2. What are probable causes of this disorder? Refer to the four models listed in Chapter 3 of your course textbook (e.g., biological, sociocultural, etc.) and/or the journal articles you are using.
 3. Identify and describe the most common treatments for this disorder. Include information about a variety of treatments and how they specifically treat the symptoms of this disorder (minimum of three types). Treatment options could include medications, therapy techniques, environmental and lifestyle factors, community supports, use of therapy animals, spiritual practices, or technological aides.
 4. Identify and describe at least three resources that might be helpful to a person who is struggling with this disorder. These could include Ted Talks, YouTube videos, forums, support and information groups, self-help books, art therapy, spiritual resources, or journal articles. Choose resources that are supported by research and include helpful suggestions for managing day-to-day difficulties when living with this disorder. *Be sure to list these in your References section of the essay and cite them within your essay document according to APA guidelines.*
 5. Answer the following questions in your essay: These questions are meant to inspire your creative thinking process and thus may not require journal references or citations.
 - a) What might some benefits of the disorder be for the person who has this diagnosis? In other words, how could it be of help socially, creatively, financially, or in other ways to the person?
 - b) How might this disorder be helpful to or useful within the individual's larger community?
 - c) What other, less pathologizing or less 'medical-model' title, could you imagine for labeling this disorder? Note: Rename it using strength-based, solution-focused, and hopeful terms.

For more information on how to write and structure an Analytical type of essay, consider using the following resource as a guide:

<http://www.citewrite.qut.edu.au/write/essay.jsp#Analytical>

6. Essay Assignment #2: Due End of Module 10

*This essay will be inclusive of learning activities from Modules 1-10 of the course and readings from Chapters 1-19 of your textbook. This Essay is worth 30% of your total mark for the course. Refer to the Essay Assignment Rubric for grading criteria found at the end of this SSC295 course syllabus. **Please contact your instructor as soon as possible if you have any questions or concerns about this assignment.***

- **Choose ONE of the following essay topics.**

1. Discuss the evolution of the DSM: its historical significance; its past and current effects and influences (both positive and negative) on how our society treats and understands mental health disorders. Discuss the major stakeholders in the DSM (e.g., pharmaceutical companies, health insurance companies, researchers, universities, etc.) and how they might be influencing its evolution and use. Discuss any predictions you or others might have for the future of the DSM.
2. Discuss the argument for AND against assisted suicide in Canada and the United States. Include recent developments (approximately 10 years ago-present) in public opinion and policy and changes to the law as well as possible any relevant ethical and spiritual viewpoints and considerations.
3. Discuss the suggested causes and significant factors involved in domestic abuse (a.k.a. interpersonal violence) in Western cultures. Discuss its principal effects on the following: children, women, men, and Western/Canadian culture as a whole. Discuss the ideas social activist and health care groups have for reducing its scope and prevalence and how ordinary citizens can become involved in prevention.

- **Find and reference at least three peer-reviewed journal articles** dated 2008-present that discuss the subject you chose and use these articles to inform your written work. *Remember that much of what is found on the Internet is not considered research and thus cannot be used as a source document. The RMC library and on-line search engines are a good source for journal articles.*

- **Submit a 1000 word essay on this topic.**

For more information on how to write and structure an essay, consider using the following resource as a guide: <http://www.citewrite.qut.edu.au/write/essay.jsp>

DISCUSSIONS: Due to the small number of students registered for this course, discussion posts will not be required. However, the course facilitator will initiate a weekly check-in and the student is strongly encouraged to dialogue with the facilitator throughout the course.

ASSIGNMENTS AND APA FORMATTING

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under “Resources” – “RMC Writing Support”)

ASSIGNMENTS AND PLAGIARISM

Plagiarism is when a person uses the ideas or words or any other intellectual property without giving credit to the author or creator of those words, ideas, or images. Credit is given through the use of citations within the student’s work. Proper citing is essential to avoid losing marks or having your work receive a lower grade, which may be zero marks if warranted. When in doubt, cite!

Please refer to your online course Modules pages and refer to the PLAGIARISM POLICY for a more in-depth discussion.

SSC295 COURSE RUBRICS

Learning Activity Assignments Rubric				
Criteria	Ratings Per Criterion			
Demonstrates Knowledge and Understanding of Content <i>Criterion Description:</i> Responses demonstrate knowledge and understanding of course content and topic subject matter.	Exemplary 5 pts	Satisfactory 3.5 pts	Unsatisfactory 2 pts	Max pts. 5 pts
Demonstrates Learning <i>Criterion Description:</i> Responses integrate and reflect other/new learning	Exemplary 3.5 pts	Satisfactory 2.5 pts	Unsatisfactory 1.5 pts	Max pts. 3.5 pts
Spelling and Mechanics <i>Criterion Description:</i> Sentences are grammatically correct with no spelling errors. APA citation is used when required.	Exemplary 1.5 pts	Satisfactory 1 pt	Unsatisfactory 0.5 pts	Max pts. 1.5 pts
Total Points Per Learning Activity Assignment: 10				

Reflection Questions Assignments Rubric				
Criteria	Ratings			
Self-Disclosure	Exemplary 3 pts	Satisfactory 2 pts	Unsatisfactory 1 pts	Max Pts 3 pts

<p><i>Criterion Description:</i> Examines experiences and understanding within context of course concepts. Demonstrates an open self-appraisal, discussing both frustrations and growth. Asks probing questions about one's self and attempts to answer these.</p>				
<p>Connection to Personal Experience <i>Criterion Description:</i> Synthesis, analysis, and insightful connections between aspects, ideas, and/or issues and life/outside-of-school experiences.</p>	Exemplary 2 pts	Satisfactory 1 pts	Unsatisfactory 0.5 pts	Max Pts 2 pts
<p>Connection to Learning Activities <i>Criterion Description:</i> Synthesis, analysis, and insightful connections between aspects, ideas, and/or issues from activities as assigned in course.</p>	Exemplary 2 pts	Satisfactory 1 pts	Unsatisfactory 0.5 pts	Max Pts 2 pts
<p>Connection to Readings <i>Criterion Description:</i> Synthesis, analysis, and insightful presentation of connections between life/outside-of-school experiences and Course Readings.</p>	Exemplary 2 pts	Satisfactory 1 pts	Unsatisfactory 0.5 pts	Max Pts 2 pts
<p>Spelling and Grammar <i>Criterion Description:</i> No spelling and grammatical errors. APA citation and References provided when applicable. Clear and concise answers.</p>	Exemplary 1 pts	Satisfactory 0.5 pts	Unsatisfactory 0 pts	Max Pts 1 pts
<p>Total Points Per Reflection Assignment: 10</p>				

Essay Assignments Grading Rubric					
Criteria	Ratings				
Content & Development <i>Criterion Description:</i> Content is accurate, thorough, and supported by research. Addresses assignment and includes course concepts. Purpose of essay and points are clear. Work is consistently well written according for type of essay.	Exemplary 35 pts	Good 28 pts	Fair 21 pts	Unsatisfactory 15 pts	Max pts 35 pts
Organization & Structure <i>Criterion Description:</i> Essay is clear and easy to follow. Points are supported. Transitions are logical and maintain flow of thought. Introduction & conclusion reflect body of essay.	Exemplary 30 pts	Good 24 pts	Fair 18 pts	Unsatisfactory 12 pts	Max pts 30 pts
Format <i>Criterion Description:</i> Essay follows APA guidelines and is appropriate length. Format creates readability.	Exemplary 10 pts	Good 8 pts	Fair 6 pts	Unsatisfactory 4 pts	Max pts 10 pts
Grammar, Punctuation, & Spelling <i>Criterion Description:</i> Rules of grammar, spelling, and punctuation are followed; spelling is correct. Language is clear and precise; sentences are consistently strong.	Exemplary 10 pts	Good 8 pts	Fair 6 pts	Unsatisfactory 4 pts	Max pts 10 pts
References & Citations <i>Criterion Description:</i> All sources are properly cited in essay and References. Correct use of APA format.	Exemplary 15 pts	Good 12 pts	Fair 9 pts	Unsatisfactory 6 pts	Max pts 15 pts
Total Points: 100					

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