

Psychology 300A – Behaviour Disorders

Section 901

Winter 2014/15 – Term 1

Instructor

Dr. Laura Hanson
E-mail: hanson@shaw.ca

Teaching Assistant

Morag Yule
E-mail: moragy@gmail.com
Office hours by appointment

Text

Butcher, Hooley & Mineka (2014). *Abnormal Psychology* (16th edition). Pearson.

Class Location and Meeting Times

The class meets Mondays from 5:00 pm to 7:20 pm in the West Mall Swing Space, Room 122.
The first class is Monday September 8th.

Course Overview

This course provides an overview of adult psychopathology. It will examine the main classifications of mental disorders from an evidence-based and biopsychosocial perspective. Coverage will span a range of topics including signs and symptoms of psychopathology, methods of assessment and diagnosis, etiological theories, psychotherapy and psychotropic medications. *NOTE: At least 50% of material covered in the assigned readings will not be presented in the lectures. For examination purposes, you are responsible for knowing material at the level of detail covered in the readings.*

Prerequisites

The prerequisite for this course is Psychology 100, or 101 and 102, or 6 credits of second year Psychology. It is assumed that students taking this course already have a basic understanding of psychology topics that are normally covered in a first or second year Psychology course.

Course Evaluation

Evaluation will be based on performance on two examinations – one midterm and the final examination. The midterm will consist of 60 multiple-choice questions and is worth 40% of the course grade. The final examination will consist of 80 multiple-choice questions and is worth 60% of the course grade. The final examination is non-cumulative.

Course Policies

Examinations will be given on designated dates only. Students who miss the midterm examination and have documentation of a valid medical excuse will have the scoring of the final examination adjusted to account for 100% of the course grade. If the final examination is missed, students must present with documentation of a valid medical excuse to the office of the Dean of their faculty and request a deferred standing for the course. Students granted a deferred standing must then write the final examination for the course during an alternate writing period scheduled by UBC Enrolment Services.

Topics, Assigned Readings and Exam Dates

The Midterm Examination covers –

Topics:

Definitions and Classification of Mental Disorders
Historical and Contemporary Views
Causal Factors and Theories
Assessment and Diagnosis
Mental Status Exam
Biological and Psychological Therapies

Lecture material from:

Sept 8
Sept 15
Sept 22
Sept 29
Oct 6

Note: no lecture on Monday October 13th (Thanksgiving Day – University Closed)

Readings:

Ch. 1
Ch. 2
Ch. 3
Ch. 4
Ch. 16

The Midterm Exam is on Monday October 20th (starts at 5pm; 90 minutes in length)

The Final Examination covers –

Topics:

Anxiety Disorders
Mood Disorders
Somatic Symptom Disorders
Dissociative Disorders
Psychotic Disorders
Personality Disorders

Lecture material from:

Oct 27
Nov 3
Nov 10
Nov 17
Nov 24

Readings:

Ch. 6
Ch. 7
Ch. 8
Ch. 13
Ch. 10

The Final Exam will be scheduled by UBC Scheduling Services (Enrolment Services) during the Exam Period (December 2 to 17 inclusive; exam is 120 minutes in length)

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. Do **not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. **Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at www.library.ubc.ca or try Subject Resources.)

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Psychology Department's Policy on Grade Distributions and Scaling

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. Scaling is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department.