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**THE UNIVERSITY OF BRITISH COLUMBIA**

**PSYC 300a - 901 Course Outline**

**Department:** Department of Psychology  
**Term:** Winter 2015 Term 1 (3 credits)  
**Course Title:** Behavioural Disorders  
**Course Schedule:** M 4:00 - 6:30  
**Location:** AERL 120

**Professor:** Dr. Sheila Woody  
**Office location:** 1605 Kenny  
**Office phone:** (604) 822-2719  
**Office hours:** Mondays 1:30-2:30

**Teaching Assistant:** Chang Chen  
**Office location:** 1910 Kenny  
**Office hours:** by appointment (please email to set a time)  
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**Course Description**

The course focuses on the definition, history, and scope of abnormal psychology, with emphasis on the psychological factors that control the origins, maintenance, and modification of behavioural disorders. Class meetings will involve a mixture of lecture, discussion, video presentations and in-class exercises designed to promote student participation and engagement with the material in the course. Lectures will be based in part on assigned reading in the textbook as well as novel material that is not in the textbook.

**Required Reading**

Davison, G.C., Blankstein, K.R., Flett G.L., & Neale, J.M. (2014). *Abnormal psychology: Fifth Canadian edition*. Mississauga, ON: John Wiley & Sons Canada.

This textbook is available at the UBC Bookstore and is also available online through the publisher: [Wiley](#). At the publisher's website, you can choose to purchase the regular **hardcover** edition (same as in the UBC Bookstore) or you can get a **binder-ready** version or an **e-book** version. These latter two versions are substantially less expensive than the regular hardcover edition. In addition, you can purchase a Study Guide (optional) at the Wiley website.

In addition, there are brief readings assigned throughout the term, most of which are related to the written assignments for this course. These readings will be available through the Library's online course reserve (click the Library tab on [Connect](#)), and the citations are listed below.

Adam, D. (2013). On the spectrum. *Nature*, 496, 416-418. [read for 21 September]  
Eich, E., Macaulay, D., Loewenstein, R.J., & Dihle, P.H. (1997). Memory, amnesia, and dissociative identity disorder. *Psychological Science*, 8, 417-422. [read for 19 October]

McCabe, S.B. & Gotlib, I.H. (1995). Selective attention and clinical depression: Performance on a deployment-of-attention task. *Journal of Abnormal Psychology, 104*, 241-245. [read for 5 October]  
Rohsenow, D.J. et al. (2012). Hangover sensitivity after controlled alcohol administration as predictor of post-college drinking. *Journal of Abnormal Psychology, 121*, 270-275. [read for 16 November]

## Course Assignments, Due Dates and Grading

Written Assignment (see description below)	20%
Midterm exam	40%
Final exam (during December exam period)	40%

### Written Assignment

Students are required to write a brief (500-1000 words) paper in reaction to one of the three empirical studies assigned as reading in the course (i.e., not the paper by David Adam). This reaction paper is **due by 4:00 pm on the day of the class for which the reading is assigned**. Assignments must be submitted to the course website on [Connect](#) as a PDF; neither e-mail nor hard copy will be accepted.

The reaction paper must be written following the QALMRI framework. See the course website for extensive instructions about this approach. I **strongly recommend** reading about the QALMRI framework well in advance of the due date for the reading assignment. Using this approach will influence how you read the empirical papers, and doing a good job on the assignment will require a bit of time.

It may be useful to read chapter 5 of the textbook to refresh your memory about research designs and the type of conclusions that can be drawn from different designs. This step is **recommended** even if you did well in PSYC 217 and 218. Using the QALMRI approach for your reaction paper will involve applying knowledge about research design to the topic of behavioural disorders.

**Late Assignments:** Because there are three opportunities to complete the written assignment for this class, **late assignments will not be accepted under any circumstances.**

### Exams

The midterm and final examinations will primarily consist of short essay questions and a few fill-in-the-blank questions. Expect to see questions covering information presented in the textbook (whether or not it has been discussed in class) as well as material presented during lectures, videos or speakers in class, or class discussions. The **final exam** will be held during the regularly scheduled examination period and will not be cumulative; it will cover only the second half of the course. **Do not make travel plans before the December exam schedule comes out; there will be no alternative date for the exam.**

Students have the right to view their marked examinations with the instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

The midterm will be given only on the published date. Students who are unable to take the midterm due to a medical emergency must provide a physician's note documenting the illness and dates of inability to participate

in schoolwork. In cases of medical emergency only, I will offer an opportunity for a makeup exam.

Students who miss the final examination must apply for academic concession from Arts Academic Advising or Access & Diversity. **Makeup examinations (midterm or final) consist entirely of essay questions.**

### Extra Credit

Students have the opportunity to earn up to three (3) extra percentage points on their overall final grade by participating in research conducted in the Psychology Department through the Human Subject Pool (HSP). Participating in research allows you to directly observe the research process and contribute to ongoing research at UBC. You may get points via this mechanism by one of two means: a) participating in a research study that provides extra credit through the HSP or b) completing a library writing project.

More information about both these options is provided on the [Human Subject Pool](#) website. If you want to take advantage of these opportunities for extra credit, you must set up an online account at the [Psychology Research Participation System](#) to sign up for studies (or submit your research summaries) and manage your extra credit points.

### More Information and Resources

#### Course Website

Access information and resources for this course through [Connect](#). I will post basic lecture outlines on the course website prior to each class. These are outlines - they do not contain the details of the lectures. Many students use these outlines as a basis for taking notes in class. **If you miss a class, it is your responsibility** to consult the lecture outlines AND to borrow notes from a classmate regarding any videos or in-class exercises. I will not respond to emails asking about the contents of lectures that were missed.

Remember to **use the discussion board** on the course website. If you have a question about assignments, exams or course policies, first check the course outline and then the discussion board. You are likely to find the answer to your question has already been provided. If not, post your question on the discussion board!

Regarding **e-mail**, if you have a simple question that **can be answered in one sentence**, send an email to the course TA. (Be sure to read the discussion board carefully before you send an email.) Do not send an email to the Professor unless you have already spoken to the TA and still have a question. Chang is a highly knowledgeable doctoral student specializing in clinical psychology. She is friendly and eager to help you understand the course material and prepare for exams. Be aware that if you send an email question that is likely to be of interest to other students in the course, we will post the question (not your name) and response on the Discussion board.

If you have a question **about a topic being discussed in class**, raise your hand and I will try to call on you. If you are shy about speaking in class (or if I was not able to call on you), **visit me** during office hours, make an appointment to **speak with the TA**, or use the **discussion board**. Chang will also hold office hours in the week leading up to the midterm and final exam.

**Participation:** Although there is no formal participation mark, the class meetings will often involve video presentations and discussion. Students will frequently engage in small discussion groups and debate. Without attending class, you will be poorly prepared for the exams. **Active participation predicts performance. Don't be a passive learner if you want to get a high mark.**

## Course Schedule

Date	Topic	Required reading	Recommended reading
14 September	Conceptualizing “abnormal” Chapter 1	pp. 1-31	
21 September	Diagnostic classification Chapter 4	pp. 108-120, 122-123, 125-130; Adam (2013)	pp. 120-121, 124-125, 131
28 September	Anxiety-based disorders Chapter 6	pp. 153-181	pp. 190-192
5 October	Mood disorders Chapter 8	pp. 220-241, 245-247, 250-252, 256-260; McCabe & Gotlib (1995)	pp. 241-245, 248-250, 252-256, 260-263
12 October	Thanksgiving – no class		catch up if you’re behind!
19 October	Somatic disorders Chapter 7	pp. 193-202, 204-214; Eich et al. (1997)	pp. 203, 216-218
26 October	<b>Mid-term Exam</b>		
2 November	Eating disorders Chapter 10	pp. 298-318; browse <a href="http://www.nedic.ca">Know the Facts</a> section of <a href="http://www.nedic.ca">www.nedic.ca</a>	pp. 318-324
9 November	Schizophrenia Chapter 11	pp. 326-350, 363-367	pp. 350-362
16 November	Substance use disorders Chapter 12	pp. 369-395, 400-401; Rohsenow et al. (2012)	pp. 396-399, 401-409
23 November	Aging-related disorders Chapter 16	pp. 520-535, 537-546	pp. 535-536, 547-549
30 November	Legal and ethical issues Chapter 18	pp. 585-616	

## Course Policies

**Grades:** 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. (Grade inflation is the tendency in some departments or universities for the vast majority of students to get high marks, thus - in the eyes of some - making high marks meaningless.) According to departmental policy, 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. This means that about half the class will be in the A and B range (combined). **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. This process ensures roughly similar grade distributions across different sections of the same course.

Scaling, if necessary, will be done using a method called a linear transformation, which applies the same adjustment to everyone's scores. Resulting marks are dependent on how well students demonstrate their mastery of course material relative to their peers. Your scaled mark is a function of how well you did relative to how the class/section as a whole performed. If there is a test that is "too easy" in the sense that marks as a whole tend to be high, then scores in general will be shifted down. If you put everyone's **raw** scores in order from lowest to highest, you get the same rank order of students as if you put the **scaled** scores from lowest to highest. The better your raw score, the better your scaled score, but how good or bad your scaled score is depends on how well the section as a whole did.

I will provide you with the class mean and standard deviation after the midterm, so you will have a realistic idea of how you are doing relative to your peers, allowing you time to adjust what you are doing before the final.

**Electronics:** Laptops and tablets can be useful for taking notes and referring to e-versions of the textbook or websites mentioned in class. However, they can also be distracting, both to students who use them and to students sitting nearby. **A laptop or tablet is NOT required for any aspect of participation in this class.** If you think you might be distracted by other apps during class time, I recommend that you (a) take notes on paper and (b) leave your phone in your backpack to eliminate this possibility. Being more engaged in class is predictive of better academic performance. Although it is possible to multitask while doing mundane activities (e.g., watching TV while cooking), multitasking while trying to engage in class will demonstrably interfere with learning. Still, you are an adult, so you can make the choice yourself. I ask this: **if you choose to multitask on your laptop or tablet during class, please sit in the back of the room.** I have received numerous complaints from students who find a changing visual display to be distracting to them as they try to focus during class.

**Academic Accommodation:** The University accommodates students with disabilities who have registered with [Access & Diversity](#). The University also accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. **It is your responsibility to let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds.** Students who plan to be absent for varsity athletics, family obligations, or other similar commitments cannot assume they will be accommodated and should discuss their commitments with me before the drop date. If, during the semester, you develop a problem that may require academic accommodation, you should inform the instructor and visit Access & Diversity as soon as possible. Everything goes much more smoothly if you **make arrangements in advance** of exams or assignment due dates.

**Academic Misconduct:** Cheating, plagiarism, and other forms of academic misconduct are very serious concerns, and the University and Department of Psychology have taken steps to alleviate them. Please review the section on [Academic Misconduct](#) in the UBC Calendar for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit the [Guide to Academic Integrity](#) for discussion of academic integrity, including tips on avoiding plagiarism and consequences of academic misconduct.

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. In cases of academic misconduct, UBC has the right to impose harsher [penalties](#) including (but not limited to) a failing grade for the course, suspension or expulsion from the University, cancellation of scholarships, or a notation on a student's transcript.

All graded work in this course is to be original work done independently by individuals. If you have any questions as to whether what you are doing is even a borderline case of academic misconduct, please consult one of the teaching assistants. For details on pertinent University policies and procedures, please see the [Student Conduct and Discipline](#) section of the UBC Calendar and [University Policy 85](#).

## Important Dates

Last date for **withdrawal** through the Student Service Centre without a "W" on your transcript: **22 September**

Last date for **withdrawal** through the Student Service Centre with a "W" on your transcript: **16 October**

**Midterm: 26 October**

**Written assignment** due:           5 October (by 4:00 pm) if using the McCabe & Gotlib (1995) paper  
  19 October (by 4:00 pm) if using the Eich et al. (1997) paper  
  16 November (by 4:00 pm) if using the Rohsenow et al. (2012) paper

**Final examination period: 8 – 22 December**

**Do not make travel plans before the exam schedule comes out; there will be no alternative exam date.**