



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

PSYC 300A – 003 and Section 5 Course Outline (updated Oct 4, 2016)

Department: Psychology
Term: Winter Term 2017, Term 2 (3 credits)
Course Title: **Behavioral Disorders**
Course Schedule: **Section 003 MWF 12:00 – 1:00 Location: tba**
Section 005 MWF 2:00 – 3:00 Location: tba

Instructor: Wolfgang Linden, Ph.D Teaching Assistants: tba
wlinden@psych.ubc.ca

Office location: Kenny Bldg 3108 TA Office location: tba
Office phone: (604) 822-4156 Office hours: by request
Office hours: Wed 3-4 pm TA Email: tba

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 the textbook as well as novel material that is not in the textbook.

The **objective** of the course is for you to become familiar with up-to-date research in the field but also to appreciate that mental health and illness are biologically based and also environmentally shaped, often changes over time even without treatment, and is relevant to individuals and a societal issue. This course does not deal with treatment mechanisms and outcomes.

Required Reading

Comer RJ (2013) *Abnormal psychology. Special shortened reprint for UBC*. Worth Publishers.

This textbook is available at the UBC Bookstore and is a reduced size offered at substantially lower cost than the full textbook. At the publisher's website, you can choose to purchase an **e-book** version of the full length book.

Course Assignments, Due Dates and Grading

Written Assignment (max 5 pp.; see description below) 30%

One exam during the term	30%
Final examination (during April exam period)	40%

Written Assignment

The second part of evaluation is a brief essay, which is **due by 5:00 pm on Monday, Mar 27, 2017**. Assignments must be submitted to the course website at UBC CONNECT as a Word or PDF document; neither e-mail nor hard copy will be accepted without prior approval of the instructor. Detailed instructions for the home assignment will be given on Monday Feb 27, 2017.

Exams

The in-class and final examinations will consist of multiple-choice questions, definitions, and some short essay questions. Expect to see questions covering information presented in the textbook (whether or not the content has been discussed in class) as well as material presented during lectures, films in class, or class discussions. Information relevant to psychological treatments and that from book chapters explicitly excluded will not be covered in the exams. The **final exam** will be held during the regularly scheduled examination period and will be **cumulative**, although greater emphasis will be placed on material in the last half of the course. **Do not make travel plans before the official April exam schedule comes out; there will be no scheduled alternative date for the exam.**

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

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 for some departments or universities to give the vast majority of students high marks, thus removing the meaning of a high mark). According to departmental policy, the mean grade in a 300-level class is 70% for a good class, and 68% for an average class. This means that about half the class will be in the A and B range (combined). **Scaling is quite 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 also ensures roughly similar grade distributions across different sections of the same course.

Scaling, if necessary, will be done using a method called a linear transform, which applies the same adjustment to everyone's scores. The resulting marks depend 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 did. 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 also depends on how well the section as a whole did.

I will provide you with the class mean and range of scores after each exam as we go along, so that you have a realistic idea of how you are doing relative to your peers, allowing you an opportunity to adjust what you are doing in time to have an impact on other aspects of the course, and so that you don't get a nasty surprise at the end of the term. In general, students in my sections tend to achieve better marks on the written assignment than on the exams.

Participation: Regular attendance at the class meetings is expected. Although there is no formal participation mark, the class meetings will often involve video presentations and discussion. Students at times engage in small discussion groups and debate. Without attending class, you will be poorly prepared for the exams and the written assignment. **Research on learning has clearly shown that active participation predicts course grades. Don't be a passive learner if you want to get a high mark.**

More Information and Resources

Course Website

Access information and resources for this course can be obtained through UBC Connect. I try to post my class notes on the web at the beginning of a new chapter but there may be small changes just prior to teaching a specific class. **If you miss a class, it is your responsibility** to consult lecture outlines (if posted) AND to borrow notes from a classmate regarding any films or in-class exercises. Given the size of the classes I teach, I cannot respond to individual emails asking about the detailed contents of lectures that were missed.

Regarding **e-mail**, the size of this class limits the degree to which we can use email for communication between the instructor and students. First and foremost, ask yourself whether other students might also be interested in hearing the question and the instructor's answer. In this case, ask your question in class and/or I will answer a question posed via e-mail in class for all to hear. In such a case, I will not answer your individual e-mail. If you have a simple question that **can typically be answered in one sentence**, send an email to the course TAs or myself. **Allow a few days for a reply; there will be no responses on the weekend.** Do make use of the TAs, they are a highly knowledgeable doctoral students specializing in clinical psychology. TAs are friendly and eager to help you understand course material and prepare for exams.

If you have a question **about a topic being discussed in class**, raise your hand during class and I will try to call on you. Having a lively class with lots of questions and answers is a win-win for all of us. If you are shy about speaking in front of the class **visit me** during office hours, or make an appointment to **speak with a TA**. The TAs will also hold office hours in the week leading up to each exam. If you are falling behind for health reasons or have personal issues to discuss, use my office hours. Facing an issue early and head on, gives me a chance to work with you on a timely solution.

Estimated Course Schedule

Week 1	4-6 Jan	Past and present models of psychopathology, Chs 1 - 3
Week 2	9-13 Jan	Past and present models of psychopathology, Chs 1 – 3 &

		Assessment: Self-report, observation, classification process , Ch 4
Week 3	16-20 Jan	Assessment: Self-report, observation, classification process , Ch 4 Anxiety Disorders, Part I , Ch 5
Week 4	23-27 Jan	Anxiety Disorders Part II, Chs 5 and 6
Week 5	30 Jan - 3 Feb	Mood Disorders Part I, Ch 8
Week 6	6-10 Feb 13 Feb	Mood Disorders Part I, Chapters 8 <i>No class , BC Family day</i>
Week 7	15-17 Feb 17 Feb	Mood Disorders Part I, Chapters 8 TEST 1
No classes week	20-24 Feb	Mid-Term break
Week 8	27 Feb – 3 Mar	Disorders with presenting physical symptoms, Ch 7
Week 9	6 -10 Mar	Substance Use and Addictive Disorders, Ch 12
Week 10	13 -17 Mar	Schizophrenia, Chs 14 & 15
Week 11	20-24 Mar	Personality Disorders , Ch 16
Week 12	27-31 Mar	Personality Disorders , Ch 16
Week 13	3-5 April	Childhood Disorders

Course Policies

Laptops and phones: Laptops and tablets can be useful for taking notes and referring to e-versions of the textbook or websites mentioned in class. However, they are also distracting, both to students who use them and to students sitting nearby. Many students multitask during class, checking social networking websites or even watching movies during class! **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. Turn your cell phone off during class; don't expect a nice response from me if I hear your phone ring.

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 [Disability Services](#). 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 Disability Services as soon as possible. Everything goes much more smoothly if you **make arrangements in advance** of exams or assignment due dates.

Late Assignments: **Late assignments, except those accompanied by a physician's note documenting the student's illness along with the specific dates of incapacity, will be docked 20% of the maximum possible grade per day late.**

The in-class examinations will be given only on the published date. **There will be no pre-scheduled makeup for the in-class exams.** Students who are unable to take an in-class exam 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 extended medical disability only, I will waive the missed exam, and the final mark will be adjusted accordingly, **provided student and instructor have discussed this in person** .

Students who miss the final examination must apply for academic concession from Arts Academic Advising or Disability Services. **Makeup final examinations are unlikely to use multiple choice questions.**

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 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.

The Psychology Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, for written assignment to the course website, they will be checked for originality by [TurnItIn](#), a service UBC uses to detect and deter plagiarism.

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](#).

[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.

More information about both these options is provided in the online document [Research Participants Information Guide](#). 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.