
PSYC 300A – BEHAVIOUR DISORDERS

Term I Monday, Wednesday, Friday 12:00-12:50pm SWNG 121

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Course Description

From the course catalog, this course covers the definition, history, and scope of deviant behaviour; emphasis on the psychological factors that control its origins, maintenance, and modification.

In general, this course reviews the major approaches to conceptualizing abnormal behavior and mental health disorders. More specifically, the course content will help students understand specific aspects of mental health disorders, including the etiology, prevalence, symptomology, treatment techniques, and prognosis. The course material and discussion is also designed to help students become informed consumers of mental health information and to develop a more in-depth appreciation of the intricacies of behavior disorders.

Textbook

Readings from the textbook will be required on a weekly basis as a supplement to lecture.

Information from both lecture and readings may be on the exams. The book is available at the UBC Bookstore and may be available at off-campus or online booksellers.

Davison, G. C., Blankstein, K. R., Flett, G. L., & Neale, J. M. (2014). *Abnormal psychology* (5th Canadian ed.). Etobicoke, ON: John Wiley & Sons Canada, Ltd.

Electronic Resources

Connect

Class material and announcements will be available on Connect (connect.ubc.ca). Important announcements will be posted on Connect and emailed to the class, so students should check email or Connect regularly to avoid missing important announcements. I will typically post lecture slides in advance. However, I may make modifications to these slides and will often elaborate on topics in lecture, so please come prepared to take notes and pay attention during the lectures.

TurnItIn

Students will be required to upload the written assignment (and library writing projects) to TurnItIn (www.turnitin.com). This website will check for originality of the submitted material in order to prevent plagiarism. I will review all the reports for submitted assignments and follow guidelines for Academic Misconduct (as outlined below). The password to upload assignments will be provided in class prior to the due date.

Evaluation

Written Assignment	35%
Exam #1	35%
Exam #2/Final Exam	30%

Exams

Exams will be held on the scheduled dates, so do not make travel plans before the December exam schedule is announced, as there is no alternative date for the exam. Exams will be distributed immediately at 12:00pm and collected at the end of class (12:50pm). Each exam will consist of 40 multiple-choice questions and 1 short-answer question (15% of exam grade). The exams are not cumulative or comprehensive and will only include information as outlined in the schedule and explained in lecture. To discourage cheating, students will be required to display their AMS card during exams. Students have the right to review (but not retain) their graded exams with the instructor, if a written request is submitted within one month of receiving the grade.

Make-up Exams

Make-up exams will be granted only under legitimate, unavoidable circumstances, such as verifiable illness or injury, personal emergency, or official University absence. All circumstances require **proper verification** (i.e., official documentation/letter from the appropriate professional/source) be emailed to the TA. When possible, notify the TA and instructor in advance of such circumstances and make arrangements for the make-up exam. Students will be required to request a make-up in writing to the TA and instructor within two days of the missed exam. Students eligible for a make-up exam will be required to write a make-up exam or paper. If you feel that circumstances may exist that would limit your performance on an exam, do not wait until you have taken the exam. *Once you write an exam, your score will count toward your grade.*

Written Assignment

The course grade will include a 5-page paper. This course is intended to broaden your understanding of behaviour disorders, and as part this goal, you are encouraged to be critical consumers of information about mental health disorders. For this assignment, you will select a current issue related to behaviour disorders that is often debated or discussed as popular opinions are inconsistent with available research (e.g., vaccines cause autism). The paper should begin with a brief review of the selected issue. Then, you will summarize two opinion-based “sources” (e.g., personal blogs) that make claims/arguments for one side of the debate, then use at least 3 empirical sources (i.e., journal articles, textbook) to refute the claims by reporting the research findings. Finally, relate the research and chosen issue to a topic or concept covered in the opening chapters and lecture. The written assignment will be reviewed in greater detail in lecture and posted to Connect in the first week of class. APA style is required, and a brief review of APA format will be covered in class. The written assignment will be submitted to TurnItIn and due by 11:59pm on October 5, 2016.

Research Credit

One way to learn more about psychology is to be a participant in ongoing research projects. You may earn up to 3 percentage points of credit toward your course grade by participating in studies that are posted on ubc-psych.sona-systems.com. Please register in this online system by the end of September. Additional information about registering and participating in the Human Subject Pool (HSP) is available at psych.ubc.ca/internal/human-subject-pool/hsp-resources and will be posted to Connect. You can also earn your first half hour of credit by completing the pretesting survey that

will make you eligible for a wider variety of studies. Please note that in a given term, you can earn **no more than one hour of credit for online studies** (not including the pretesting).

As an alternative to participating in studies, you may choose to complete library writing projects, in which you read and summarize a research article; each article summary counts as one hour of research participation. More information about this option can be found in the Subject Pool Information for Participants at psych.ubc.ca/internal/human-subject-pool or on the Connect course site. All of your credits for study participation or the library option will be added to your final course grade, after any scaling that may have been applied.

Grade 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. (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.

Academic Accommodations

I will gladly work with students to provide accommodations that optimize students' learning and performance, so students are encouraged to speak with me as early in the semester as possible to arrange accommodations. I will follow policies and procedures outlined in the University's Policy on Academic Accommodation for Students with Disabilities. Students are required to register for accommodations with Student Services, Access & Diversity (<http://students.ubc.ca/success/student-supports/academic-accommodations>).

Academic Integrity and Student Behavior

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 4.5 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. 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>) and read the University's Policy 69 (available at <http://universitycounsel.ubc.ca/files/2010/08/policy69.pdf>).

Student Behaviour

Students are expected to conduct themselves with respect and integrity at all times. Inappropriate, disruptive behavior will not be tolerated. Students in this class will be treated with respect and courtesy, and the same is expected in return. Talking during lecture, inappropriate use of cell phones or computers, late arrivals, sleeping, or the use of threatening language or profanity are examples of unacceptable behavior. Use of computers is permitted; however, any distracting or disruptive behavior will be immediately brought to the attention of the student. Computers will be allowed as long as they remain used for educational purposes and are not a distraction to others.

Course Lecture Schedule

This schedule is a *best estimate* of the pace for the semester, and thus, is **subject to revision**. Any changes announced in class override this schedule. Do not schedule appointments or plan to be out-of-town for the class period before or after a scheduled exam!

Day	Date	Topic	Reading
Wed	Sept 7	Introduction to Course	Syllabus
Fri	Sept 9	Defining Abnormality & Historical Context	Chapter 1
Mon	Sept 12	Paradigms of Abnormal Behaviour	Chapter 2
Wed	Sept 14	Integrative Paradigms	Chapter 2
Fri	Sept 16	Clinical Assessment Methods & Research Methods	Chapter 3
Mon	Sept 19	Classification and Diagnosis – Categories & Issues	Chapter 4
Wed	Sept 21	Mood Disorders	Chapter 8
Fri	Sept 23	Mood Disorders	Chapter 8
Mon	Sept 26	Mood Disorders	Chapter 8
Wed	Sept 28	Mood Disorders	Chapter 8
Fri	Sept 30	Substance-Related Disorders	Chapter 12
Mon	Oct 3	Substance-Related Disorders	Chapter 12
Wed	Oct 5	Substance-Related Disorders	Chapter 12
Wed	Oct 5	Written Assignment Due	
Fri	Oct 7	Substance-Related Disorders	Chapter 12
Mon	Oct 10	<i>Thanksgiving Holiday</i>	

Wed	Oct 12	Anxiety Disorders	Chapter 6
Fri	Oct 14	Anxiety Disorders	Chapter 6
Mon	Oct 17	Anxiety Disorders	Chapter 6
Wed	Oct 19	Anxiety Disorders	Chapter 6
Fri	Oct 21	Eating Disorders	Chapter 10
Mon	Oct 24	Eating Disorders	Chapter 10
Wed	Oct 26	Eating Disorders	Chapter 10
Fri	Oct 28	Exam 1	
Mon	Oct 31	Personality Disorders	Chapter 13
Wed	Nov 2	Personality Disorders	Chapter 13
Fri	Nov 4	Personality Disorders	Chapter 13
Mon	Nov 7	Personality Disorders; Psychotic Disorders	Chapter 13
Wed	Nov 9	Psychotic Disorders	Chapter 11
Fri	Nov 11	<i>Remembrance Day Holiday</i>	
Mon	Nov 14	Psychotic Disorders	Chapter 11
Wed	Nov 16	Dissociative Disorders; Somatic Symptom Disorders	Ch. 7 (pp. 204-219)
Fri	Nov 18	Disorders of Childhood	Chapter 15
Mon	Nov 21	Disorders of Childhood	Chapter 15
Wed	Nov 23	Disorders of Childhood	Chapter 15
Fri	Nov 25	Disorders of Childhood	Chapter 15
Mon	Nov 28	Disorders of Childhood	Chapter 15
Wed	Nov 30	Psychological Intervention; Legal & Ethical Issues	(Chapters 17 & 18)
Fri	Dec 2	Review/TBD	TBD
Dec 6 – Dec 21		Exam 2/Final Exam	