



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

PSYC 300a - 001 Course Outline

Department: Department of Psychology
Term: Winter 2012 Term 1 (3 credits)
Course Title: Behavioural Disorders
Course Schedule: MWF 3:00 - 3:50
Location: Buchanan A201

Professor: Sheila Woody, Ph.D. **Teaching Assistants:** Alison Welsted and Joanna Herba
Office location: 1605 Kenny **Office location:** 1910 Kenny
Office phone: (604) 822-2719 **Office hours:** by appointment (please email to set a time)
Office hours: Fridays 1:30-2:45 **Email:** psyc300TA@psych.ubc.ca

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. (2010). *Abnormal psychology: Fourth 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.

Course Assignments, Due Dates and Grading

Written Assignment (max 5 pp.; see description below)	20%
Two exams during the term (each worth 20%)	40%
Final examination (during December exam period)	40%

Written Assignment

Students are required to write a brief essay, which is **due by 5:00 pm on 14 November 2012**. Assignments must be submitted to the course website at [WebCT/Vista](#) as a Word or PDF document; neither e-mail nor hard copy will be accepted.

The assignment has several steps. First, students should locate **two** articles *published in scholarly psychology journals* that describe treatment of a disorder from the list below. Both studies should test psychosocial treatments of **the same disorder**, but the two articles can test different treatments or they could use different research designs. For example, one article could be a **case study** and the other a **randomized controlled trial**.

The second step is 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 **strongly recommended** even if you did well in PSYC 217 and 218. This assignment will involve applying knowledge about research design to the topic of behavioural disorders.

The final step: In **no more than five double-spaced pages**, briefly describe the two studies and compare and contrast the positive things that were learned as a result of the studies as well as the shortcomings of each research design in terms of inferences that can be made about the treatment. The essay should conclude with a specific statement about the degree to which one can confidently conclude that each treatment effectively reduces symptoms of that particular disorder based on these two articles. General page and reference formatting should follow the 6th edition of the APA Style Manual. **Required: Submit a copy of the abstract of each study with your essay.**

The assignment may examine treatment (for children or adults) of any disorder in the following list. It may be helpful to imagine a friend or family member has just received one of these diagnoses and has asked you, as a psychology student, to look into evidence-based treatments. What would you recommend about the effectiveness of the treatment(s) examined in the studies you review in your essay?

Alcohol dependence (alcoholism)	Depression
Anorexia	Generalized anxiety disorder
Antisocial personality disorder	Obsessive-compulsive disorder
Attention-deficit/hyperactivity disorder	Panic disorder (with or without agoraphobia)
Avoidant personality disorder	Post-traumatic stress disorder
Binge-eating disorder	Schizophrenia
Bipolar disorder (I or II or unspecified)	Social anxiety disorder (social phobia)
Borderline personality disorder	Specific (or simple) phobia
Bulimia	Substance dependence (cocaine, heroin, or opiates)
Conduct disorder	

This assignment requires you to identify articles in scholarly psychology journals. Students are advised not to use popular web-based search engines to find articles for this assignment because such searches often blend scholarly and popular sources. Instead, we recommend you use any of the indexes and databases available through the [UBC Library](#) website. If you need help finding appropriate materials for the written assignment (for this or any other course), check out the Library's [Research Guide for Psychology](#), which has links to lots of different types of psychology resources. If you are unsure about a given article, see the Library's page on [Scholarly vs. Popular Sources](#). If you are new to UBC this semester, you might want to attend one of the drop-in workshops orienting undergraduates to library resources; see the Library's [Calendar of Events](#) for information about times and dates. If you're stuck on a specific question, try using [AskAway](#), an online help service staffed by librarians.

Exams

The in-class and final examinations will primarily consist of multiple-choice questions, with some 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, films in class, or class discussions. The first exam is scheduled early in the term so students have an opportunity to see the format and shape their studying accordingly. 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 third 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.

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 transform, 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 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 is depends on how well the section as a whole did.

I will provide you with the class mean and standard deviation 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, which can often be difficult.

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 will frequently engage in small discussion groups and debate. Without attending class, you will be poorly prepared for the exams and the written assignment. In addition, the WebCT/Vista site has a discussion board for conversations about the course material. Get involved in a discussion about the supplemental materials, information presented in the textbook, or ideas or videos or exercises presented in class. **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 through [MyUBC](#) or directly from [WebCT/Vista](#). I post basic lecture outlines on the course website after each class. These are outlines - they do not contain all the details of the lectures. **If you miss a class, it is your responsibility** to consult the lecture outlines AND to borrow notes from a classmate regarding any films or in-class exercises. I do not share detailed lecture notes with students. 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**, the size of this class limits the degree to which we can use email for communication. If you have a simple question that **can be answered in one sentence**, send an email to the course TAs. (Be sure to read the discussion board carefully before you send an email – if you ask a question we have already answered on the discussion board, we will not reply.) **Allow 24 hours** to receive a reply; **there will be no responses on the weekend**. Do not send an email to the Professor unless you have already spoken to the TA and still have a question. The TAs are both highly knowledgeable doctoral students specializing in clinical psychology. They are 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 during class and I will try to call on you. If you are shy about speaking in front of the class (or if I was not able to call on you), **visit me** during office hours, make an appointment to **speak with a TA**, or use the **discussion board**. The TAs will also hold office hours in the week leading up to each exam.

Course Schedule

Week 1	5-7 September	Concepts of “abnormal” through history Chapter 1
Week 2	10-14 September	Current paradigms of behavioural disorders Chapter 2
Week 3	17-21 September	Diagnostic classification Chapter 3
Week 4	24 September	<i>In-class Exam #1</i>
	26-28 September	Anxiety disorders Part I Chapter 6 pp. 164 - 188
Week 5	1-3 October	Anxiety disorders Part II Chapter 6 pp. 188-208
	5 October	Mood disorders Part I Chapter 8 pp. 238-242, 248-257, 271-286

Week 6	8 October	Thanksgiving – no class
	10-12 October	Mood disorders Part II Chapter 8 remaining pages
Week 7	15-19 October	Eating disorders Chapter 10
Week 8	22-26 October	Schizophrenia Chapter 11
Week 9	29-31 October, 2 November	Substance use disorders Chapter 12
Week 10	5 November	<i>In-class Exam #2</i>
	7-9 November	Personality disorders Chapter 13
Week 11	12 November	Remembrance Day observed
	14-16 November	Disorders of aging Chapter 16
Week 12	19-23 November	Childhood disorders Chapter 15
Week 13	26-30 November	Legal issues Chapter 18

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 can also be 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. 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 incapacitating illness along with the dates of incapacity, will not be accepted.

The in-class examinations will be given only on the published date. **There will be no 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 medical emergency only, I will waive the missed exam, and the final mark will be adjusted accordingly.

Students who miss the final examination must apply for academic concession from Arts Academic Advising or Disability Services. **Makeup final examinations consist entirely of essay 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 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.

The Psychology Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, when students submit their written assignment to the course website, it 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. 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 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.

Important Dates

Last date for **withdrawal** through the Student Service Centre without a “W” on your transcript: 18 September

In-class exam #1: 24 September

Last date for **withdrawal** through the Student Service Centre with a “W” on your transcript: 12 October

In-class exam #2: 5 November

Written assignment (plus abstracts) due: 14 November (by 5:00 pm)

Final examination period: 5 – 19 December

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