



THE UNIVERSITY OF BRITISH COLUMBIA
PSYC 300a (section 002)
Behavioural Disorders
Course Outline

Department of Psychology
Winter 2010 Term 1
MWF 3:00 – 3:50 in Buchanan A201

Professor: Sheila Woody, Ph.D.
Office location: 1605 Kenny
Office phone: (604) 822-2719
Office hours: by appointment

Teaching Assistant: Amy Zwicker, M.A.
Office location: 2514 Kenny
Office hours: to be announced on WebCT/Vista
Contact: through WebCT/Vista course website

Course website: Access information and resources for this course through [MyUBC](#) or directly from [WebCT/Vista](#). All correspondence with the Professor or the TA must be through the course website. Within this site, you may use email or the Discussion area. If you have a question, check the Discussion area first – we will not respond to email questions that have already been answered in response to another student. 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 and response on the Discussion board.

Note: you can opt to have all email forwarded automatically from WebCT/Vista to your preferred email address. Click on My Settings and then on the My Tool Options tab.

Course Description: 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, and video presentations.

Required Reading:

Davison, G.C., Neale, J.M., Blankstein, K.R., & Flett G.L. (2008). *Abnormal psychology: Third Canadian edition*. Etobicoke, ON: John Wiley & Sons Canada.

Recommended Reading:

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders (DSM-IV-TR)* (4th ed. text revision). Washington, DC: Author. (The library has many copies of this expensive book – you do not need your own copy.)

Course Assignments, Due Dates and Grading:

Written Assignment (max 5 pp.; see description below)	30%
Midterm exams (two)	30%
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 26 November 2010**. Assignments must be typed and submitted to the course website at [WebCT/Vista](#); e-mail or hard copy will not be accepted.

The assignment has two steps. First, students should locate two articles published in psychology journals that describe treatment of a disorder from the list below. One of the articles should be a **case study** and the other should be a **randomized controlled trial**. Both the case study and the randomized controlled trial should test psychosocial treatments of **the same disorder**, but the two articles can test different treatments. Students will have an in-class opportunity to get feedback about the suitability of the articles they select. Most students will benefit from taking advantage of these opportunities because it is not possible to receive a strong mark for the essay if the selected articles do not satisfy the assignment. To receive feedback about the articles, students must bring abstracts of their selected articles to class; due dates will be announced in advance during class and on the course website.

The second 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.** *Tip: Read chapter 5 of the textbook as a refresher on research methods in the context of psychopathology research as you prepare to draft this assignment.*

The assignment may examine treatment (for children or adults) of any one of the following disorders:

Acute stress disorder	Conduct disorder
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)

Exams: The midterm 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 midterm is scheduled very 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 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 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. 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.

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 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.

Here is how the scaled scores for the course will be calculated: the mean total score (out of a possible 100 points) of the section will be subtracted from each individual's total raw score, and that difference will be divided by the standard deviation for the section. That gives a Z-score for each student that says how many standard deviations above or below the mean their score is. Z-scores are then scaled to the appropriate distribution by multiplying each one by 13 (department expectation of the standard deviation) and then adding the appropriate target mean (e.g., 68 for an average section) to the product to get the final scaled score. So, the extent to which your mark changes from a raw percent of points to a scaled score is a function of both the mean and the standard deviation of the section. If the mean of the section is higher than 70, the scores will generally be moved down by this process. If the mean is less than 66, then the scores will generally be moved up. At the same time, if there is less variability than we want, then the further away a score is from the mean the more it will change (up for scores above the mean, down for scores below the mean). Alternately, if there is more variability than we want, scores at the extremes will be moved closer to the mean of the section. This procedure roughly equates each section of psychology courses, with comparable proportions of each section getting A's, B's,...F's, so that marks can be compared on a similar metric.

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.

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing.

Participation: Regular attendance at the class meetings is expected. Although there is no formal participation mark, the class meetings will often involve video presentations, speakers, and discussion. This course involves active participation. During the class meetings, 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 for this course provides additional

resources about behavioural disorders that were selected to encourage discussion and engagement with the material in the course. **Active participation predicts course grades. Don't be a passive learner if you want to get a high mark.** Get involved in a discussion about the supplemental materials, information presented in the textbook, or ideas or videos or exercises presented in class.

If you have questions... Feel free to raise your hand and ask questions during class. If questions arise between classes, use the discussion board that is part of the course website. Check the discussion board first to see if someone else has asked the question. If not - post your question on the discussion board or send an email to the course TA through the WebCT/Vista website. Read the discussion board carefully – 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.

Course Schedule:

<u>Date(s)</u>	<u>Topic</u>	<u>Assignment</u>
Module 1: Views of Behavioural Disorders		
8 - 10 September	Concepts of “abnormal” through history	Chapter 1
13 - 17 September	Current paradigms of behavioural disorders	Chapter 2
20 - 22 September	Diagnostic classification	Chapter 3
24 September	Midterm Exam #1	
Module 2: Anxiety Disorders		
27 Sept - 1 Oct	Anxiety disorders	Chapter 6 pp. 154 - 171
4 - 8 October	Anxiety disorders	Chapter 6 pp. 171-192
11 October	Thanksgiving – no class	
Module 3: Mood Disorders		
13 - 15 October	Mood disorders	Chapter 10 pp. 280-302
18 - 22 October	Mood disorders (cont.)	Chapter 10 pp. 302-323
25 – 27 October	Module 4: Eating Disorders	Chapter 9
29 October	Midterm Exam #2	
1 – 5 November	Module 5: Substance Abuse & Dependence	Chapter 12 pp. 367-392

8 - 12 November	Module 6: Schizophrenia	Chapter 11
15 – 19 November	Module 7: Childhood psychopathology	Chapter 15 pp. 475-494, 515-527
22 – 26 November	Module 8: Personality Disorders	Chapter 13 pp. 410-429
<i>26 November - Written assignment due by 5:00 pm</i>		
29 Nov – 3 Dec	Module 9: Legal and Ethical Issues	Chapter 18

Course Policies:

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 the instructor 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 the instructor 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 midterm examinations will be given only on the published date. Students who are unable to take a midterm exam due to illness must provide a physician's note documenting the illness and dates of inability to participate in schoolwork. Their mark will be adjusted accordingly, but **there will be no makeup midterm exam.**

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 [Academic Regulations](#) in the UBC Calendar for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit the [Faculty of Arts website on 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.

If you have any questions as to whether what you are doing is even a borderline case of academic misconduct, please consult the teaching assistant. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar and University Policy 85.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. Students are advised not to use popular search engines through the web (e.g., Google, Yahoo, MSN Search) to find articles for assignments in this course. Instead, we recommend you use any of the indexes and databases available through the UBC Library website. If you would like some help finding appropriate materials for the written assignment (for this or any other course), try using AskAway, an online help service staffed by librarians. The UBC Library employs a psychology specialist, Sheryl Adam. Check out her blog on psychology resources or attend a workshop at the library's Instruction Centre.

Extra Credit: A maximum of 3 extra credit points will be available via participation in the Human Subject Pool. You may get points via this mechanism by one of two means: a) participating in an approved research study that provides extra credit, or b) doing a research summary writing assignment. More information about these options is provided in the online document Subject Pool Information for Participants. If you choose to participate in research you will set up an online account at the Psychology Research Participation System to sign up for studies and manage your extra credit points. If you would like information regarding the option of doing a research summary writing assignment, please contact the teaching assistant.

Important dates:

Last date for **withdrawal** without a "W" on your transcript: 21 September

Midterm #1: 24 September

Last date for **withdrawal** with a "W" on your transcript: 15 October

Midterm #2: 29 October

Written assignment (plus abstracts) due: 26 November (by 5:00 pm)

Final examination period: 7 – 21 December

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