

# BEHAVIOUR DISORDERS

Psychology 300B, Section 901  
Biological Sciences 2449 Thursday 5:00 - 7:20  
Course Outline

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**Required Text:** Oltmanns, Emery, & Taylor, Abnormal Psychology

**Recommended:** Study Guide for Oltmanns et al.

**General Course Outline:** The purpose of this course is to provide an overview of the current state of knowledge in various areas of abnormal psychology. In meeting this objective, the course will examine: (1) Methods of gaining information about disordered behaviour; (2) the major theoretical orientations that enhance our understanding of deviant behavior; and (3) the findings and concepts that have accumulated with the application of these methods and using these theoretical orientations.

**Evaluation:** Grades will be determined by 6 equally weighted tests (15% each) and one group presentation 10% (see attached for information on the class presentation). The tentative dates for the tests are: October 4<sup>th</sup>, November 1st, December exam period (i.e., will be determined by UBC), February 7<sup>th</sup>, March 13<sup>th</sup>, and April exam period (i.e., date will be determined by UBC). The tests will be 2 hours in length and are noncumulative, meaning that the tests will cover only material that you have not yet been tested on. All tests will be composed of multiple choice items and short answer items and will cover information from lectures, films, demonstrations, and textbook readings.

**Psychology Department's Policy on Grade Distributions and 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. 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). The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. 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.

Please note that the test dates for the December and April tests will be determined by the University.

**Make ups:** If a student is unable to write a test he or she will receive a score of ZERO unless:

1. He or she was unable to attend due to things such as serious medical problems (not such things as a cold, sore stomach, headache, sore back), court appearance, or death in immediate family.
2. He or she provides me with a letter from the appropriate professional (on letterhead with the name, address, and phone number of the letter writer) that states: "Due to [reason], [your name] could not write the test scheduled for [test time and date]." In the case of medical reason, the statement: "In my opinion, the medical problem was so severe that [your name] would have been incapable of writing the test" and the signature of the physician should appear on the letter. The UBC Health Services will not provide letters so the student should use their private physician.
3. He or she notifies the TA in writing before the test or no later than 2 working days after the date of the assignment. All correspondence regarding the make-up must be made in writing to the TA who will forward the material to Dr. Hewitt who will determine whether or not the reason for missing the test was legitimate.
4. If it is determined that a student had a legitimate reason for missing the test, he or she will be required to write a make up test.

**Cheating:** Cheating in any form will not be tolerated in any way. This includes but is not limited to dishonest or attempted dishonest conduct at tests (i.e., unauthorized use of books, notes, or other aids, communicating with others for purposes of obtaining information, copying from the work of others, and exposing or conveying information to other students taking the test), changing test answers once tests are marked, and handing in papers with sections prepared by others. If a student is caught or suspected of cheating they will be reported immediately to the Department of Psychology, which will take steps to deal with issue which can include expulsion. The Department of Psychology will also process each set of tests for possible cheating. Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit

www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation. Please see attached information regarding the Psychology Department's policy on academic dishonesty.

**Marking:** If you have what you perceive to be an error in marking on your test, you may apply within two days from the day the test was handed back in writing for a re-marking of your entire test. You must explain clearly, in your written request, why it is you believe the test should be re-marked. Dr. Hewitt will determine whether the test will be graded again.

**Class Attendance:** Class attendance is critical, although there will be no roll call. If you miss class, you will miss important material that you are likely to be tested on. It is important to remember that material in lectures will not necessarily be contained in the textbook.

**DO NOT BOOK HOLIDAYS OR OTHER COMMITMENTS DURING EXAM TIME UNTIL YOU KNOW THE EXAM SCHEDULE.**

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Preliminary and Tentative Course Schedule, 2007/2008

<u>General Topic</u>	<u>Relevant Chapters</u>
Introduction and Defining Abnormality Research & Historical Views Classification	
<u>Test # 1 (October 4)</u>	<u>1,2,4</u>
Anxiety Disorders Mood and Disorders and Suicide Dissociative, Somatoform Disorders	
<u>Test # 2 (November 1)</u>	<u>5-7</u>
Stress and Physical Health Personality Disorders	
<u>Presentations: November 22 &amp; 29</u>	
<u>Test # 3 (to be scheduled by UBC)</u>	<u>8, 9, Presentations from November 22 &amp; 29.</u>
Eating Disorders Substance Use Disorders Sexual Disorders	
<u>Test # 4 (February 7 )</u>	<u>10-12</u>
Shizophrenia Dementia and Cognitive Disorders Childhood Disorders	
<u>Test # 5 (March 13)</u>	<u>13,14,16,</u>
Adjustment Disorders Treatment	
<u>Presentations: April 3 &amp; 10</u>	
<u>Test # 6 (to be scheduled by UBC)</u>	<u>3,17, Presentations from April 3 and April 10</u>

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**Psychology 300B, Section 901**  
**Presentation Instructions**

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The presentation is an important component to this course. Although we will be talking about problems and difficulties that affect individuals, it is often the case that talking about or reading about disorders "removes the person" from the discussion. That is, it is frequently easy to think about a person as a diagnosis rather than as a real individual. For this reason, students are required to pick an individual who is relatively well-known (i.e., has some biographical information published) and who has some admitted form of psychological difficulty. **It is important to note that you will need to confirm both the person and date of the presentation with Dr. Hewitt. If anyone presents a person that was not approved by Dr. Hewitt, they will lose marks. If anyone presents a person that was not approved by Dr. Hewitt, and that person was approved for another student, you will get 0.**

You will need to book the time for the presentation as soon as possible with Dr. Hewitt.

The presentations should be done in groups of 3, so as to allow enough time for everyone to present. Each student will need to pick partners (who knows, you may meet your Romeo or Juliet) and present their particular section of the presentation to the class.

The presentation will involve a brief talk no less than 13 minutes, no more than 15 minutes or you will lose marks, so the presentation will need to be timed. Your presentation will be stopped after 15 minutes to ensure that everyone has enough time to present. Each person is expected to present. Also, it is important that this be a talk and not simply a reading of the presentation. **It is strongly suggested that the presentation is practised.** The presentation will encompass 3 major components:

1. Who the person is, why he/she is important, and personal background/childhood issues.
2. A description of the kinds of psychological difficulties the person has. You do not need to come up with a diagnosis, just a description of the symptoms and a ball park estimate of the type of disorder.
3. A description of the kinds of events or predisposing factors that may have led to the difficulties. For example, you will want to think about and comment on some or all of the following kinds of factors that can contribute to the person's psychological difficulties:
  - a. genetic predisposition
  - b. personality styles, traits, or characteristics
  - c. family dynamics
  - d. environmental influences (stressors, losses, etc.)
  - e. learning or modelling
  - f. interpersonal factors

You are encouraged to use overheads or other audio-visual materials, although you will be responsible for arranging to use the equipment. The grade for the presentation will be determined by the quality of the coverage of the three areas (each section is worth 3 marks), the general quality, length, etc. of the presentation (3 marks), and the quality of the handout (3 marks).

**IMPORTANT NOTES:**

1. You will need to make handouts for the other students and the professor. These should be consistent with your presentation so the other students can study the person, his/her disorder or psychological problem, and the events or predisposing factors that may have led to the difficulties.

2. If you are presenting in November you must select someone who has a disorder or symptoms of a disorder that were discussed first term (e.g., depression, suicide, dissociative disorder, etc.). If you are presenting in April, you must select a person who has a disorder or symptoms of a disorder that were discussed in the second term (schizophrenia, substance use, sexual disorder, etc. ).

2. Information from the presentations will be included in the December test and the April test. You will need to attend the presentations to get the information.

## 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 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. Do **not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. **Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at [www.library.ubc.ca](http://www.library.ubc.ca) or try Subject Resources.)

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>).

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