PSYC 300A : Abnormal psychology

University of british columbia

##

## Acknowledgement

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

## Course Information

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| **Course Title** | **Course Code Number** | **Credit Value** |
| Abnormal Psychology | PSYC 300A 901 | 3 |

### Prerequisites

### Either (a) PSYC 100, or (b) all of PSYC 101, PSYC 102, or (c) 6 credits of 200-level Psychology (but not 205 or 263).

## Contacts

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| **Course Instructor** | **Contact Details** | **Office Location** | **Office Hours** |
| Dr. Bethany Michel | bmichel@psych.ubc.ca\*include the course number (300A 901) in the subject line of your emailYou can typically expect a response within 3 days. If you haven’t heard back after this time, feel free to email again.You are also encouraged to email the TA. | Kenny Bldg, room 2402 | Office hours are by appointment |

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## Course Instructor Biographical Statement

Dr. Michel is a sessional lecturer in the Department of Psychology. She teaches Abnormal Psychology (undergraduate level) and Treating Child Disorders (graduate level). She also works as a clinician with children and youth (ages 5-22) and their families at the DBT Centre of Vancouver. Dr. Michel earned her doctorate in Clinical Science at Harvard University and completed her pre-doctoral internship at the Alpert Medical School at Brown University. Her research interests include child and adolescent suicide and self-injury, as well as factors that influence their response to treatment.

## Course Structure

This course is a 3-hour weekly evening lecture course. In addition to lecture, there will be class discussions and exercises, as well as small group discussions on Canvas. Canvas modules contain lecture slides, lecture audio, thought questions, and additional reading and online video resources.

## Schedule of Topics

Week 1 Overview of Abnormality, Research Design, Historical Views

Week 2 Causes & Treatment of Mental Illness

Week 3 Stress, Anxiety, and Related Disorders

Week 4 Mood Disorders

Week 5 Mood Disorders & Suicide

Week 6 Midterm Exam

Week 7 Eating Disorders

Week 8 Substance Use Disorders

Week 9 Psychosis and Schizophrenia

Week 10 Childhood Disorders

Week 11 Personality Disorders

Week 12 Legal and Ethical Issues

Week 13 Final Exam Period

## Learning Outcomes

In this course, we will examine the nature of abnormal psychology, paying close attention to factors that contribute to the etiology (what causes it), presentation (the signs and symptoms), and treatment (how to reduce symptoms and suffering) of mental illness. In order to construct the most complete picture, we will approach this from multiple angles, including biological, psychological, and social perspectives. The primary goal of this course is to develop your ability to think critically about how we think about mental illness using theory, research findings, logic, and applied knowledge. A secondary goal is to become educated consumers of mental health information to be able to predict the factors that increase the likelihood of a given disorder developing and discriminate between treatment types based on efficacy demonstrated in the research literature.

## Learning Activities

Over the course of the term, students will attend lecture, have regular small group discussions about selected topics, take quizzes to integrate and apply their knowledge to novel questions/cases, and take 2 exams (midterm and final). There will be regular opportunities to ask questions and discuss issues with Dr. Michel and other students during lecture and during office hours by appointment.

## Learning Materials

Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2017). *Abnormal psychology* (17th edition). Boston, MA: Pearson Education.

This is available in the following formats, any of which are acceptable:

* Hardcover textbook (used or new)
* Loose leaf textbook (used or new)
* Revel (an eTextbook), which has features that improve accessibility (e.g., an app for smart phones, audio of all of the text, test-your-knowledge quizzes to help you learn as you go)
* Revel + loose leaf version

For more information about all things textbook-related, go to the *Assignments* page on the course Canvas site and look at posts under *Textbook readings*. If you elect to use Revel, there is a post there on the steps to access it.

For availability at the UBC bookstore, go to <https://shop.bookstore.ubc.ca/courselistbuilder.aspx>.

\*You may also use the 18th edition of this textbook, but NOT the 16th edition.

## Assessments of Learning

Assessment of learning will be based on performance on assigned tasks with the following weightings:

Discussions 6%

Quizzes 15%

Midterm exam 39%

Final exam 40%

\*\*Please do not rely on Canvas to correctly calculate your grade in the course. There are many things that can go wrong in Canvas's calculations. Course grades are calculated independent of Canvas.\*\*

#### DISCUSSIONS

Students are required to post responses to questions/prompts that address an issue related to the lectures/reading assignments for the week. There are 7 graded discussions that will become available over the course of the term. *Students are only required to respond to 4*. Responses are grades 2 points for a thoughtful response, 1 point for a cursory response, and 0 points for no response. You may post as many responses as you like; however, only your first original response to the question in each discussion will be graded. You will be assigned to a small discussion group for the term to keep these discussions engaging. For more information, see the *Graded Discussion Instructions* post on the *Assignments* page.

#### QUIZZES

Quizzes are assigned every couple of weeks to ensure comprehension of the material and help prepare you for the midterm and final exams. They range from 5-10 questions each and are open book. There will be 5 quizzes and they are given online (on Canvas). For more information, see the *Quiz Instructions* post on the *Assignments* page.

#### EXAMS

The midterm and final exams will include multiple-choice, short answer, and fill-in-the-blank questions. They will cover material from lectures, discussion posts, and information included on the modules.

The midterm exam will be offered during class on Week 6. You will have the full class period to take the exam.

The final exam will be offered during the regular exam period. **Do not make travel plans before the final exam schedule comes out; there is no alternative exam date. For more information, see the *Midterm Exam* and *Final Exam* posts on the *Assignments* page.**

Students have the right to view their marked examinations with the instructor, if they apply to do so within a month of receiving their final grades. However, the examination itself is the property of the university.

#### LATE/MISSED ASSIGNMENTS

Late assignments will not be accepted, unless accompanied by a physician’s note documenting the student’s incapacitating illness with the dates of incapacity.

The midterm will be given only on the published date. Students with a physician’s note documenting the illness and dates of inability to participate in schoolwork will have their marks adjusted accordingly; only under rare circumstances will a **makeup midterm exam be offered.**

Students who miss the final exam must apply for academic concession from [Arts Academic Advising](https://students.arts.ubc.ca/contact-us-draft/) or the [Centre for Accessibility](https://students.ubc.ca/about-student-services/access-diversity#supports-for-students). **Makeup final exams may consist entirely of essay questions.**

## University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

### Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas's learning analytics technology. This captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

* View overall class progress
* Assess overall class understanding (via statistics on quizzes and exams)
* Review statistics on course content being accessed to support improvements in the course
* Track participation in discussion forums
* Assess your participation in the course

### Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

*Version: September 2, 2019*