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THE UNIVERSITY OF BRITISH COLUMBIA

Syllabus for Abnormal Psychology (PSYC300A 902)

Tuesdays 5:00 – 8:00pm, FRDM-153

Winter 2020

Instructor and TA Information

Instructor: Dr. Ivana Macar (*née* Lizdek)

Office: TBA

Office Hours: Tuesdays 4:00-5:00pm or by appointment

E-mail: ilizdek@mail.ubc.ca

Note: If you have any questions, I would like to help you in person. Please come see me during office hours, before or after any class, or post your question on the Canvas discussion board. Email is also an effective way to reach me.

TA: TBA

Office: TBA

Office Hours: By appointment

E-mail: TBA

Course Description

This course offers an overview of the current state of knowledge in various areas of abnormal psychology. The course material will focus on providing you with an introduction to understanding, defining, assessing, and treating mental illness from a psychological perspective. We will primarily focus on adult disorders.

We will cover a range of categories of abnormal behaviour (e.g., anxiety, mood, personality disorders), as well as clinical methods including assessment, diagnosis, and intervention. Lectures will be based in part on assigned reading in the textbook as well as novel material that is not in the textbook.

Required Text

Barlow, D.H., Durand, M.V., Hofmann, S.G., & Lalumière, M.L. (2018). Abnormal Psychology: An Integrative Approach, Fifth Canadian Edition. Toronto: Nelson Publishing

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 midterms and exam. The book is available at the UBC Bookstore and may be available at off-campus or online booksellers.

Course Requirements and Assessment

Course material will be delivered via lecture and supplemented by videos and clinical case material. While some portion of the lecture material will be drawn from the textbook, each lecture will also include a range of material that is not in your textbook – material which you will be responsible to know and upon which you will be evaluated. This includes audio / video material reviewed in class, which will not be made available to students outside class time. Your final grade for the course will be based on three non-cumulative, multiple choice exams:

<i>Assessment</i>	<i>Date of Evaluation (if known)</i>	<i>Weighting</i>
Midterm test 1	Tuesday, February 4 (in class)	30%
Midterm test 2	Tuesday, March 10 (in class)	30%
Final exam TBA	TBA (final exam period)	40%
Total		100%

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.

The midterms will be given only on the published date. Students who are unable to take the midterm 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, the instructor will offer an opportunity for a makeup exam.

Midterm test 1

Multiple choice questions covering chapters 1, 2, 3, 4, and 5 (EXCEPT pages 152-159) in the textbook, and all lecture material including content / videos / case examples not covered in the textbook.

Midterm test 2

Multiple choice questions covering chapter 5 (152-159 ONLY), 6, 7, and 11 in the textbook, and all lecture material including content / videos / case examples not covered in the textbook.

Final Exam

Multiple choice questions covering chapters 8, 10, 12, 13 in the textbook, and all lecture material including content / videos / case examples not covered in the textbook. The final exam will be held during the regularly scheduled examination period.

Students who miss the final examination must apply for academic concession from *Arts Academic Advising* or the *Centre for Accessibility*.

Additional Information Regarding Course Grades

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 instructor 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 transformation, which applies the same adjustment to everyone's scores. The resulting marks depend 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 also depends on how well the section as a whole did.

I will provide you with the class mean and standard deviation after each midterm 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 before the final exam.

Extra Credit

Students have the opportunity to earn up to three 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 of these is provided on the *Human Subjects Pool* website. 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.

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, Centre for Accessibility* (<https://students.ubc.ca/enrolment/academic-learning-resources/academic-accommodations-disabilities>).

Additional Information and Resources Regarding Course

Participation

Regular attendance at the class meetings is expected. Although there is no formal participation mark, the class meetings will often involve video presentations, audio recordings showcasing various cases gathered from clinical psychologists across Canada, and valuable discussion. Students at times may engage in small discussion groups and debate the material that is presented in class. Without attending class, you will be poorly prepared for the midterms and exam. Research on learning has clearly shown that active participation predicts course grades. Be an active learner if you want to receive a high mark.

Course Website

Access information and resources for this course can be obtained through *Canvas*. I will post my class slides on the class page the day prior to each lecture. If you miss a class, it is your responsibility to consult lecture outlines and to borrow notes from a classmate regarding any videos or in-class content / exercises.

Regarding e-mail, the size of this class limits the degree to which we can use email for communication between the instructor and students. First and foremost, ask yourself whether other students might also be interested in hearing the question and the instructor's answer. In this case, ask your question in class and/or I will answer a question posed via e-mail in class for all to hear. In such a case, I will not answer your individual e-mail. If you have a simple question that can typically be answered in one sentence, send an email to the course TA or myself. Allow a few days for a reply; there will be no responses on the weekend.

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. Having a lively class with lots of questions and answers is a win-win for all of us.

Electronics

Laptops and tablets can be useful for taking notes and referring to e-versions of the textbook or websites mentioned in class. However, they are also distracting, both to students who use them and to students sitting nearby. 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. Turn your cell phone off during class.

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. I ask this: If you choose to multitask on your laptop 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.

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 the instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://www.calendar.ubc.ca/>) and read the University's Policy SC6 (available at http://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Scholarly-Integrity-Policy_SC6.pdf).

Course Outline			
Week	Date	Topic	Readings Due
1	January 7	Introduction to Course Abnormal Behaviour in Historical Context	Chapter 1
2	January 14	An Integrative Approach to Psychopathology Clinical Assessment and Diagnosis	Chapter 2 Chapter 3
3	January 21	Research Methods	Chapter 4
4	January 28	Anxiety Obsessive Compulsive Disorders	Chapter 5
5	February 4	MIDTERM 1 (30%)	N/A
6	February 11	Mood Disorders and Suicide	Chapter 7
7	February 18	No class - Break	N/A
8	February 25	Trauma and Related Disorders Somatic Symptom and Dissociative Disorders	pp. 152-159 Chapter 6
9	March 3	Substance Use Disorders	Chapter 11
10	March 10	MIDTERM 2 (30%)	N/A
11	March 17	Eating Disorders	Chapter 8
12	March 24	Schizophrenia and Other Psychotic Disorders	Chapter 13
13	March 31	Personality Disorders	Chapter 12
14	April 7	Sexual Dysfunctions and Paraphilia	Chapter 10
FINAL EXAM (40%) will be held during the university examination period			