



# a place of mind

## THE UNIVERSITY OF BRITISH COLUMBIA

### PSYC 300a - 001 Syllabus

**Department:** Department of Psychology  
**Term:** Winter 2021 Term 1 (3 credits)  
**Course Title:** Abnormal Psychology  
**Course Schedule:** MWF 3:00 - 3:50  
**Location:** BUCH A104

<b>Professor:</b>	Dr. Sheila Woody	<b>Teaching Assistant:</b>	Ariel Ko
<b>Office location:</b>	1605 Kenny	<b>Office location:</b>	1911 Kenny
<b>Office phone:</b>	(604) 822-2719	<b>Office hours:</b>	by appointment - contact me!
<b>Drop-in hours:</b>	after class MWF 4-5 on Zoom	<b>Email:</b>	arielko@psych.ubc.ca

#### Course Description

**This is an in-person course.** 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. (Engagement with the material facilitates elaborative processing, which strengthens memory and learning.) Lectures will be based in part on assigned reading in the textbook as well as novel material that is not in the textbook. From time to time, we may hold class via Zoom if the classroom activity would be better suited for that (e.g., lengthy group activity). I will announce these dates well in advance. Tests and the final exam will be held in person. (If an in-person class is not a good fit for you this term, I recommend taking one of the dedicated online sections of the course.)

#### Learning Objectives

By the end of this course, students will be able to:

- Demonstrate an understanding of the meaning of “abnormal” as applied to psychology;
- Compare and contrast major theories of behavioural disorders (both historical and contemporary);
- Identify major symptom criteria, important features, and theories involving depression, anxiety-based disorders, schizophrenia, substance use disorders, personality disorders, and disorders of childhood and neurodevelopment;
- Describe causal theories of these disorders and offer an informed opinion about the degree of empirical support for those theories; and
- Discuss important issues in mental health and the law.

#### COVID-19 Safety

UBC is committed to following the advice of the Provincial Health Officer (Dr. Bonnie Henry). We all share

responsibility for the safety of our communities both on and off campus and can contribute by:

- getting vaccinated
- performing a [daily health check](#)
- staying home when sick
- practicing hand hygiene
- wearing masks when advised by public health
- following public health orders and guidelines as they change over time

**Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus (including our classroom, washrooms, and all common areas). Please show your respect for the health and well-being of your classmates, the TA, me, and all of our loved ones by complying with this requirement for every in-person encounter this term.** It is important that all of us help each other feel as comfortable as possible engaging in classroom activities while sharing an indoor space. Wearing masks over our noses and mouths is a primary tool for combating the spread of Covid-19. Accordingly, please do not eat during class (because you would need to remove your mask), and if you need to drink something, please wear your mask between sips. Please do your part to facilitate a positive and supportive environment for everyone to live, work, and study on campus. Finally, remember that there may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

Students who wish to request an exemption to the indoor mask mandate must do so through one of the grounds for exemption detailed in the [PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the [Centre for Accessibility](#). After review, students who are approved for this accommodation will receive a letter of accommodation to share with me. In the meantime, these students are welcome in the class.

**If you are sick, it is important that you stay home.**

**If you miss class because of illness:**

- consult the [lecture capture recording](#)
- use the Canvas discussion forum for help
- attend office hours on Zoom
- I recommend making connections early in the term with other students in the class so you can help each other by sharing notes.

**If you are feeling ill and cannot attend class for a test**, please email me right away. Tests will be given only in person. If you arrive for a test and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend. See information below on in-term tests.

**If you are feeling ill at the time of a final exam**, do not attend the exam. (You won't do your best, and you'll put other people at risk.) See the information below on final exams.

**If I (the instructor) am feeling ill**, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (via an announcement on Canvas). Our classroom will still be available for you to sit in and attend an online session. I may arrange for a substitute instructor or ask you to do an activity or read something in place of class time. If I am well enough to teach, I may hold the class on Zoom. If this happens, you will receive an announcement on Canvas informing you how to join the class.

## Required Reading

Flett G.L., Kocovski, N.L., Davison, G.C., & Neale, J.M. (2017). *Abnormal psychology: Sixth 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 a **binder-ready hard copy** (\$135) or an **e-book** version (\$43-\$125 depending on how long you want access). These latter two versions are substantially less expensive than the regular hardcover edition.

## Learning Assessments and Grading

Learning Assessment	Weight
Test 1 (27 September)	20%
Test 2 (22 October)	20%
Test 3 (19 November)	20%
Final exam (during December exam period)	40%

The tests and final examinations will involve a combination of multiple choice, short answer (such as fill-in-the-blank) and brief essay 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, videos or speakers in class, or class discussions.

The in-term **tests** will be given in person only on the published dates. If you are unable to take a test due to medical circumstances, an unexpected traumatic event (compassionate grounds) or conflicting responsibilities (does not include conflicts with other courses or travel), that test will be dropped from your grade calculation, and the other two tests will each count for 30% of your final grade. If you miss more than one test, fill out the Arts Academic Advising [online academic concession form](#) immediately, so that an advisor can evaluate your concession case. If you are approved for an academic concession, contact me as soon as possible for an alternative assignment (a research paper that covers the content from the missed test). If you are a student in a different Faculty, consult your Faculty's [webpage on academic concessions](#) and then contact me if appropriate.

The **final exam** is cumulative and will be given in person during the regularly scheduled examination period. The date and time for the final exam will be set by the Registrar. **Do not make travel plans before the December exam schedule comes out; there will be no alternative date for the exam.** Students who miss the final examination must apply for deferred standing (an academic concession) through Arts Academic Advising no later than 48 hours after the missed final exam. Students who are granted deferred standing (SD) will write the final exam at a later date. Learn more and find out where to access the application process [here](#).

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.

**Grading.** 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.) In the spirit of flexibility and compassion in light of the Covid-19 pandemic and the associated return to in-person teaching, these departmental norms have been adjusted upwards by 5% for 2021 Winter terms. According to these adjusted norms, the mean grade in a 300-level class is 75% for a good class, 73% for an average class, and 71% 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. Note that grades are not official until they appear on a student's academic record.

Scaling, if necessary, will be done using a method called a linear transformation, 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 performed. 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 the midterm, so you will have a realistic idea of how you are doing relative to your peers, allowing you time to adjust what you are doing before the final.

**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 in which you read and summarize a peer-reviewed research article.

More information about how you can earn extra credits through either of these options is provided on the [Human Subject Pool](#) website. There you will find a detailed guide about how to participate in the HSP, how-to videos, and a list of FAQs. You can sign up for studies after you If you want to take advantage of these opportunities for extra credit, you must set up an online account at the [UBC Psychology Research Participation System](#) to sign up for studies (or submit your research summaries) and manage your extra credit points. **Be sure to assign your credits to this course if that is your intention.**

For the library writing project in Winter 2021 Term 1, the **class ID is 31445496, class name is "HSP 2021-2022 (Fall Term 1)"** and **password is "Research"**.

## Communication

**Course Website.** Access information and resources for this course through Canvas. Feel free to use the lecture capture recordings to review material even if you were present in class; this can be a good tool if the lectures go too fast for you.

I encourage you 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!

**Questions.** If you have a simple question that **can be answered in one sentence**, send an email to the course TA. (Be sure to read the discussion board carefully before you send an email.) Ariel is a highly knowledgeable doctoral student specializing in clinical psychology. She is 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. I prefer to help you through conversation rather than email, so I will not respond to emails with questions about course content.

If you have a question **about a topic being discussed in class**, raise your hand and I will try to call on you. If you are shy about speaking in class (or if I was not able to call on you), **visit me** during my Zoom office hours. The textbook has many subtle concepts that are not always fully explained - let's discuss anything that confuses you. This is especially important if learning in English is more challenging for you.

You can also make an appointment to **speak with the TA** or use the **discussion board**. Ariel will also hold office hours in the days leading up to midterms and final exam.

**Participation.** 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. **Active participation predicts performance. Don't be a passive learner if you want to get a high mark.**

**Lecture Capture.** The in-person meetings of this class will be video recorded for the academic purposes of students in the class reviewing materials after the class or for students who need to catch up on the occasional missed class. They are not a good substitute for regular attendance, and I take no responsibility for technical problems that may at times make lecture capture unavailable. Be aware that the lecture capture equipment will follow me around the room, so there is a possibility that your image might be captured as well (although the recordings *will be available only to students in this section of this course this term*). If you want to sit in a location of the room that is unlikely to be recorded, please discuss this with me and we can figure out what location would minimize that likelihood.

Note: These recordings are the intellectual property of the instructor. Sharing the content of the lecture capture recordings or any other content from this course is a violation of copyright law and may violate privacy law.

## Course Schedule

Date	Topic	Reading
8, 10, 13 Sept	Conceptualizing "abnormal"	Chapter 1 and pp. 94-100
15, 17 Sept	Models of psychopathology	Chapter 2
20, 22, 24 Sept	Mood disorders	Chapter 8
27 Sept	<b>Test #1</b>	
29 Sept and 1 Oct	Anxiety disorders	Chapter 5
4, 6 Oct	Obsessive-compulsive and trauma-related disorders	Chapter 6 and pp. 268-277
8 Oct	Studying tips (Ariel Ko)	
11 Oct	Thanksgiving – no class	
13, 15 Oct	Schizophrenia	Chapter 11
18, 20 Oct	Schizophrenia continued	Ch. 11 continued
22 Oct	<b>Test #2</b>	
25, 27, 29 Oct	Eating disorders	Chapter 10
1, 3, 5 Nov	Substance-related disorders	Chapter 12
8 Nov	flex day	
10, 12 Nov	No class - midterm break	
15, 17 Nov	Personality disorders	Chapter 13

Date	Topic	Reading
19 Nov	<b>Test #3</b>	
22, 24, 26 Nov	Disorders of childhood and neurodevelopment	Chapter 15
29 Nov and 1, 3 Dec	Legal and ethical issues	Chapter 18
6 Dec	flex day	

## Course Policies

**What if...?** None of us knows how this term will unfold, but if the university requires that we move to online classes, then that is what we will do. I will hold class at the regularly scheduled time on Zoom. Exams will move to online administration but will otherwise use the same format. Tests (or final exam) delivered online will be administered using Canvas with a time limit and a Lockdown Browser. They will be open book/notes and will randomly sample questions from a broader set so that no two tests are identical. If this option becomes necessary, you must complete a brief “Getting Ready for Test #” survey on Canvas in advance, to ensure you are aware of the essential details and to ensure you can use the Lockdown Browser correctly.

Don’t let the open book/notes nature of online tests or final exam mislead you into a false sense of security. Tests require thorough understanding of course material, including the ability to apply and integrate concepts across relevant chapters. They will go beyond memorization of facts and will require integration and application of course material.

**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 can also be distracting, both to students who use them and to students sitting nearby. 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.

**Supporting Student Success.** 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 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 UBC policies and how to access support are available [here](#).

**Academic Accommodation.** UBC provides appropriate accommodation for students with disabilities who have registered with and provided documentation to the [Centre for Accessibility](#) (previously known as Access & Diversity). The University also accommodates students whose religious or cultural observances 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 the grounds of disability or religious/cultural observance.** Students who plan to be absent for travel, social plans, 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 concession](#), you should inform the instructor and visit [Arts Academic Advising](#) as soon as possible. Everything goes much more smoothly if you **make requests for accommodation or concession as early as reasonably possible**. Details of UBC policies on academic accommodation for students with disabilities or for religious, spiritual or cultural observances are available [here](#).

**Academic Integrity.** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

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.

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](#).

## Important Dates

Last date for **withdrawal** through the Student Service Centre without a "W" on your transcript: **20 September**

Last date for **withdrawal** through the Student Service Centre with a "W" on your transcript: **29 October**

**Tests: 27 September, 22 October, 19 November**

**Final examination period: 11 – 22 December (including weekends)**

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