

COURSE INFORMATION

Course Title	Course Code	Class Meetings	Credit Value
Abnormal Psychology	PSYC 300a sec 002	Tues/Thur 2:00-3:20 HENN 201	3 credits

PREREQUISITES

Either (a) PSYC 100 or (b) two of PSYC 101, PSYC 102, PSYC 205, PSYC 207, PSYC 208, PSYC 216, PSYC 217. Having already taken PSYC 101 and 102 *as well as PSYC 216 or 217* is an advantage in this course.

CONTACTS

Teaching Team	Contact Details	Office Location	Drop-in Hours
Sheila Woody (she, her, hers) Professor	Phone: 604-822-2719 I prefer that you use <i>Canvas Inbox</i> to send me a note rather than email (sheila.woody@ubc.ca). I enjoy meeting with students, and I prefer to help you learn in person. During my office hours, the virtual door is always open. I will respond only to <i>brief</i> inquiries (involving a one-sentence response) via Canvas Inbox or email.	Kenny 1605	ONLINE VIA ZOOM Tues 12-1 / Thur 3:30-4:30 https://ubc.zoom.us/j/68176346040?pwd=QTlrSkpHdnhnV1EzRWNNc k8yYTRxdz09 These online office hours are open to all students who wish to attend. If you prefer to speak one-on-one, send me a note and I will happily set up a time to meet via Zoom or in person.
Victoria Wardell (she, her, hers) Graduate Teaching Assistant	Via <i>Canvas Inbox</i> or email (vwardell@psych.ubc.ca) I will make an effort to respond to emails within 48 hours.	Kenny 4207	ONLINE VIA ZOOM Mondays 11am-12noon https://ubc.zoom.us/j/7044524927?pwd=NUFXbi84MUJwanFUSkJaUGlvUDZOQT09 If my office hour does not work with your schedule, please feel free to email me as needed to set up an alternative time.

COURSE STRUCTURE AND LEARNING OUTCOMES

This course focuses on the definition, history, and scope of mental illness, with emphasis on the psychological factors that control the origins, maintenance, and modification of psychopathology. The course provides students with foundational knowledge to support further study of mental health and promotes compassion and understanding toward people who struggle with mental health problems. Learning activities are structured to facilitate the



development of interpersonal skills in collaboration, cooperation, and oral communication as well as the mastery of course content.

By the end of this course, students who are willing and able to meet the requirements will be able to:

- Identify major symptom criteria and important features of depression and mania, anxiety-based disorders, schizophrenia and other psychotic disorders, substance use disorders, eating disorders, personality disorders, and internalizing and externalizing disorders among children and youth;
- Outline causal theories of these disorders and critically evaluate the degree of empirical support for those theories;
- Interpret graphs and tables that present data on mental health; and
- Discuss ethical and legal issues in mental health.

THIS IS AN IN-PERSON CLASS. From time to time, we may hold class via Zoom if the classroom activity would be better suited for that (e.g., guest speaker who is unable to come to our classroom). I will announce these dates well in advance. Class meetings will involve a mixture of lecture, discussion, video presentations and in-class assignments designed to promote student participation and engagement with the material. Lectures and learning exercises will be based in part on assigned reading in the textbook as well as novel material that is not in the textbook. Small-group work during class aims to develop skills in collaboration, cooperation, and oral communication. Because of these integrated learning activities and to promote open discussion of sensitive topics, **class meetings will not be recorded** even if the class meeting is held via Zoom. If you feel that you will learn better with an online or hybrid format, then I recommend taking a different section of the course. (Typically, one online section is offered each term.)

I will post lecture slides on [Canvas](#) at least 24 hours before class. The purpose of these slides is to save you the trouble of writing down everything on the slide and to provide a structure for note-taking for those students who use them that way. They are not lecture notes. If you miss a class, please contact fellow classmates via Canvas to arrange to share notes for missed classes. Feel free to use the discussion board to clarify a difficult concept, etc.

LEARNING MATERIALS

For this class, you will need to bring paper and a pen or pencil for in-class activities. For midterms and the final exam, you will need a pen to write your responses. **YOU WILL NOT NEED A LAPTOP OR OTHER ELECTRONIC DEVICE FOR OUR CLASS MEETINGS.** Research suggests students learn better when they *handwrite* rather than type their notes during class meetings (because handwriting is slower and forces the learner to synthesize material as they go rather than typing verbatim like dictation). Give it a try!

We will be using this textbook:

Dozois, D.J.A. (2023). [*Perspectives in psychopathology, 7th Edition.*](#) North York, ON: Pearson Canada.

This textbook is available [online](#) through the publisher. For \$50, you get 12-month access. Hard copies of this textbook are not available.



Readings from original scholarly sources (i.e., journal articles) will also be assigned; these will be posted on the course website on [Canvas](#). You are responsible for all the assigned textbook material and posted readings, even material not discussed in class. Most of the reading material will *not* be discussed in class, so this is an especially important part of your learning.

LEARNING ACTIVITIES

Each week, I will ask you to engage in some in-class learning activities. Some of these activities are done individually, and others will be completed in collaboration with other students. All the activities are designed to help you engage with the course material, build a learning community with other psychology students, and develop competence toward the learning objectives. **THERE IS NO MAKEUP FOR THESE IN-CLASS ACTIVITIES**, although you will still be able to do very well in the course even if you miss an occasional in-class assignment. (We will have 12 weekly activities, and the two lowest marks will automatically be dropped.)

The average student workload for this course is 6 hours per week including the time you spend in class. You should expect to spend 2-2.5 hours per week reading the textbook and additional reading assignments. Plan to spend about 10 hours preparing for each midterm and the final exam (more if you have fallen behind in the reading). Students with additional learning challenges (such as learning disabilities or English as an additional language) may need to allocate more time.

ASSESSMENTS OF LEARNING

The learning assessments are designed to support your achievement of the learning outcomes and to help me to measure that learning. The assessments provide support for completing the reading assignments in advance (via brief online quizzes), engaging in a learning community (via in-class exercises), and consolidating and synthesizing material across different sections of the course (via midterm tests and the final exam).

Because students have different strengths and learn in different ways – and you know yourself best – you have some choice in how learning assessments are weighted. You may decide the value of particular assessments in the calculation of your final grade by choosing a value within the range provided in the column on the right in the table below. Here are the rules:

1. Make sure the values you decide add to a total grade value of 100%.
2. Let me know your decision by **SENDING ME A MESSAGE [USING CANVAS INBOX](#) BEFORE 11:59PM PDT ON WEDNESDAY, 14 SEPTEMBER 2022.**
3. **No changes to the learning assessment weighting will be permitted after that date.**

If you wish to have your final grade calculated using the default value for each item, you do not need to do anything. The default values will be used for all students who have not specified otherwise before the deadline (including students who join the class late). Regardless of your choices, all students will have the opportunity to achieve the learning outcomes using a variety of approaches. The more assessment types you choose, the more structure you will have to support your learning throughout the course.

Note that midterms and the final exam will be held in person.



Learning Assessment	Due Date	Default Value (% of final grade)	<u>OR</u> Choose the value for you (% of final grade)
1. Brief online quizzes on assigned readings only	Weekly by 2pm	10%	0-15%
2. In-class learning activities	Weekly in class	10%	0-15%
3. Midterm exam 1 in person	29 September*	25%	20-30%
4. Midterm exam 2 in person	15 November†	30%	25-40%
5. Final exam (not cumulative) in person	TBA (Dec 11-22)	25%	20-30%
TOTAL		100%	MUST ADD TO 100%

*Makeup date for midterm #1 is 13 October at 12:30 pm.

†Makeup date for midterm #2 is 24 November at 12:30 pm.

BRIEF ONLINE QUIZZES

There are 12 online quizzes that cover material in each textbook chapter. These quizzes are brief (5 multiple-choice questions completed in 5 minutes) and relatively low stakes – see the table above. The deadline for all quizzes is 2:00pm on the day listed in the Schedule of Topics below. The only exception is quiz #1 (covering this syllabus), which is due at 11:59pm on Sept 9. The purpose of these quizzes (and their timing) is to ensure that students read the textbook material prior to coming to class so that class time can be spent clarifying difficult concepts and engaging more deeply with the material. Accordingly, no extensions will be permitted to quiz deadlines. Each student's two lowest quiz marks will be dropped for calculating the final grade.

IN-CLASS LEARNING ACTIVITIES

Each week, there will be one in-class learning activity that will be submitted and graded. Some of these activities will be completed individually (such as a one-minute essay or practice quiz related to the week's topic), and some will be completed in collaboration with another student or group of students (e.g., worksheet related to a case study, develop solutions to a problem).

As with the weekly quizzes described above, these learning activities are relatively low stakes. They are graded on a 0-1 scale, with 0 = did not complete and 1 = thoughtfully completed. Half credit (0.5 point) will be assigned for complete submissions that do not reflect thoughtful engagement with the material. Combined, these activities account for 10% of your course grade (although you have some choice about how much these activities contribute to your grade – see above). In the default grading system, each individual activity represents only 1% of your course grade. The two lowest submissions will be dropped before calculating your final grade, so you can miss a couple of these without penalty. Because of the nature of these assignments (i.e., promoting in-class engagement and collaboration among students), no extensions will be permitted, and there are no makeup opportunities for missed learning activities.



EXAMS

The midterm and final exams will consist of short essay questions that require approximately one paragraph as a response. Midterm #1 and the final exam will each have five questions and will worth a total possible 25 points. Midterm #2 covers more material and will have six questions for a total possible of 30 points.

For each exam (midterm or final), you will have one hour to complete the exam. You will not be allowed to write the exam if you arrive more than 30 minutes late, or if another student has already submitted their exam, if that occurs first. When time is called you must immediately stop writing, remain quiet and follow the instructions for submitting your exam. This means you will not be given extra time to put your name or student ID on your exam, change an answer, etc. Failure to comply with any of these instructions will result in a 0% grade on your exam.

The midterm exams will be given in person on the published dates. If you are unable to take a midterm due to illness, an unexpected traumatic event (compassionate grounds) or conflicting responsibilities (does not include conflicts with other courses or travel), you may take a makeup exam at the scheduled time. **TO BE ELIGIBLE TO TAKE A MAKEUP MIDTERM, YOU MUST CONTACT THE INSTRUCTOR BY EMAIL OR CANVAS INBOX BY 11:59PM ON THE DAY OF THE MIDTERM.** A makeup exam for midterm #1 will be held on Thursday, 13 October at 12:30 pm (location TBA). A makeup exam for midterm #2 will be held on Thursday, 24 November at 12:30 pm (location TBA). These are the only dates for makeup midterm exams; alternative dates or times will not be considered. Makeup midterms will use the same format as the regularly scheduled midterms.

The final exam will cover material we studied after midterm #2 – that is, the final exam will not be cumulative. The final exam 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 EXAM SCHEDULE COMES OUT; THERE WILL BE NO ALTERNATIVE EXAM DATE.** 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](#).

MARKING

Victoria, the course TA, does all marking for the course. She will be available to answer any questions or concerns regarding your exams. You may review a midterm exam after the marks are released by requesting to see it during Victoria's office hours (see date/time/link on p. 1 of this syllabus). Should you be unable to attend those TA office hours, you may arrange a separate appointment to see the exam **within 2 weeks** of the grades being released.

If you believe an error has been made in marking your exam, you may apply in email to the Professor within two days after the work was handed back for a re-marking of your entire exam. Your request must detail why you believe the test should be re-marked. If your request is approved, the Professor will independently mark your exam and that grade (which may be lower or higher than the original) will be retained.



GRADE DISTRIBUTIONS

To reduce grade inflation and maintain equity across multiple course sections, all PSYC courses are required to comply with departmental norms regarding grade distributions. The average grade in a 300-level class is 71% for a weak class, 73% for an average class, and 75% for an exceptionally strong class, with a standard deviation of 13. This means that about half the class will be in the A and B range (combined). Scaling may be used to comply with these norms; final grades may be scaled up or down as necessary by the Professor or Department. Note that grades are not official until they appear on a student's academic record.

Scaling, if necessary, will be done using a linear transformation, which applies the same adjustment to everyone's scores. Resulting marks reflect your mastery of course material relative to your peers. The better your raw score, the better your scaled score, but the actual number of your scaled score depends on how well the whole class did. I will provide you with the class mean and standard deviation after each exam, so you will have a realistic idea of how you are doing relative to your peers, allowing you time to adjust your approach to learning. If scaling is necessary, it will be applied only to the final grades, not to individual assignments.

The following guidelines broadly characterize the kind of work that is generally associated with the grade ranges. Please note that competent performance is in the B range, which is the typical class average.

- A GRADES (80-100%): *Exceptional Performance.*** Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
- B GRADES (71-79%): *Competent Performance.*** Evidence of good grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
- C-D GRADES (C RANGE 59-64%, D RANGE 50-54%): *Adequate Performance.*** Some understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigor.
- F GRADES (0-49%): *Inadequate Performance.*** Poor understanding of the subject matter; weak analytical and critical skills; limited or irrelevant use of literature.

SCHEDULE OF TOPICS

Week	Class Dates	Tuesday	Thursday
1	Sept 6, 8	<i>No class: Imagine UBC</i>	Introduction to the course Read: This syllabus! Online quiz 1 by Sept 9 at 11:59pm
2	Sept 13,15	Historical conceptualizations Read: Chp. 1 Online quiz 2 by start of class	Contemporary classification and diagnosis Read: Chp. 3 Online quiz 3 by start of class



Week	Class Dates	Tuesday	Thursday
3	Sept 20, 22	Structure of the DSM-5 Read: one DSM-5 chapter of your choice, Adam (2013)	Psychological assessment Read: Chp. 4 Online quiz 4 by start of class
4	Sept 27, 29	Research methods	Midterm exam 1 In-person exam that covers all material up to this point
5	Oct 4, 6	Anxiety disorders Read: Chp. 5 Online quiz 5 by start of class	Obsessive-compulsive & trauma-related Read: Gone (2013)
6	Oct 11, 13	Mood disorders Read: Chp. 8 Online quiz 6 by start of class	Mood disorders and suicide
7	Oct 18, 20	Schizophrenia Read: Chp. 9 Online quiz 7 by start of class	Schizophrenia Guest speaker with lived experience of psychosis
8	Oct 25, 27	Addictive disorders Read: Chp. 11 Online quiz 8 by start of class	Addictive disorders Read: Rohsenow et al. (2012)
9	Nov 1, 3	Eating disorders Read: Chp. 10 Online quiz 9 by start of class	Eating disorders ON ZOOM - Guest speaker with lived experience of eating disorder
	Nov 8, 10	<i>No class: Reading break</i>	<i>No class: Reading break</i>
10	Nov 15, 17	Midterm exam 2 In-person exam that covers material since Midterm #1	Personality disorders Read: Chp. 12 Online quiz 10 by start of class
11	Nov 22, 24	Personality disorders	Externalizing disorders Read: Chp. 15 Online quiz 11 by start of class
12	Nov 29, Dec 1	Internalizing disorders	Civil mental health law Read: Chp. 19 Online quiz 12 by start of class
13	Dec 6	Criminal mental health and ethical issues	<i>End of term!</i>
The final exam will be held on the date set by the Registrar during the regular exam period, 11-22 December (including weekends) .			



COVID-19 SAFETY

For our class meetings, let's help ensure that everyone feels as comfortable as possible engaging in learning activities while sharing an indoor space. Face masks that cover your nose and mouth are a primary tool in preventing the spread of COVID-19. Please consider wearing a mask during our class meetings – for your own protection and for the safety and comfort of others in the class. If you have not yet had a chance to get vaccinated against COVID-19, *free* vaccines are available to you (see <https://covid19.ubc.ca/> for more information). The higher the rate of vaccination in our community overall, the lower the chance of spreading this virus. You are an important part of the UBC community. Please arrange to get vaccinated if you have not already done so.

IF YOU ARE SICK, IT IS IMPORTANT THAT YOU STAY HOME – NO MATTER WHAT YOU THINK IS THE CAUSE OF YOUR SICKNESS (E.G., COLD, FLU). You can do a self-assessment for COVID-19 here: <https://bc.thrive.health/covid19/en>

Do not come to class if you are sick, have COVID-19 symptoms, have recently tested positive for COVID-19, or are required to quarantine. This class has built-in flexibility so that you can prioritize your health and still be able to succeed:

- **There are designated days/times for makeup midterm exams.** If you are sick on a midterm exam day, email the instructor as soon as you are confident you should not come to the scheduled exam (by the end of the day of the midterm at the latest). We would strongly prefer that you take the makeup exam rather than come to the regularly scheduled exam while you are ill. If you do show up for an exam and you are clearly ill, we will ask you to leave and make alternate arrangements with you. It is much better for you to email ahead of time and not attend.
- **You can miss two of the in-class learning activities and still receive full marks** (although these activities can *only* be completed during class – no extensions are permitted).
- **Weekly quizzes are brief, online, and available a week in advance** (although no extensions are permitted past the weekly deadline).
- **We automatically drop your two lowest quiz scores and your two lowest in-class learning activity scores**, so it is ok to occasionally miss class or a quiz.

If you need to miss class because of illness:

- Prepare in advance by making connections early in the term with other students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on [Canvas](#). The slides, readings, and quizzes are posted there, organized into modules.
- Use the Canvas discussion forum for help.
- Come to office hours. They're online for a reason! You can join from anywhere.
- See the marking scheme for info about what flexibility you have.



If I (the instructor) am feeling ill: If I am ill or test positive for COVID-19, then I will not come to class. If that happens, I will make every reasonable attempt to communicate plans for class as soon as possible (via an announcement on Canvas), but you can anticipate that this would likely be a last-minute message. 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. Our classroom will still be available for you to sit in and attend an online session. If I am not well enough to teach, I may arrange for a substitute instructor or ask you to do an activity or read something in place of class time.

UNIVERSITY POLICIES

UBC provides resources to support students in learning and maintaining a healthy lifestyle 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](#).

UBC provides appropriate accommodation for students with disabilities who have registered with and provided documentation to the [Centre for Accessibility](#). The University also accommodates students whose religious or cultural observances conflict with attendance, submitting assignments, or completing scheduled tests and examinations; details are available [here](#). **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.** If you plan to be absent for travel, social plans, or other similar commitments, do not assume these plans will be accommodated; discuss your commitments with me before the drop date. If, during the semester, you develop a problem that may require [academic concession](#), you should inform me 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.

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.

IMPORTANT UNIVERSITY DATES AND DEADLINES

Last date for course withdrawal through the Student Service Centre without a “W” on your transcript: **19 SEPTEMBER**

Last date for course withdrawal through the Student Service Centre with a “W” standing on your transcript: **28 OCTOBER**

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.



OTHER COURSE POLICIES

Your behaviour in the classroom reflects on you as a person and as a member of our learning community. Our campus culture includes students, staff, and faculty with varying and multiple (visible and not-so-visible) identities, including gender and sexual identity and expression, ethnicity, social class, political or religious affiliations, and abilities. Please be an active contributor to a respectful environment in which everyone feels included and treated equitably.

This means being courteous and respectful when asking questions or making comments during class and not monopolizing a discussion, question period, or office hour. I ask that you show up on time and please do not leave early, because coming and going during class is disruptive for others. Please do not chat with others when I am lecturing or if someone else is talking. I *do* want you to actively participate in the class – to ask questions and make comments – but please do so in a respectful way.

RESEARCH PARTICIPATION EXTRA CREDIT

Students have the opportunity to earn up to three (3) extra percentage points on their overall final grade by participating in one of the many different psychological studies being 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 (or submit your research summaries) and manage your extra credit points by visiting the [UBC Psychology Research Participation System](#). **BE SURE TO ASSIGN YOUR CREDITS TO THIS COURSE IF THAT IS YOUR INTENTION.**

For the library writing project in Winter 2022 Term 1, the class ID is 35938309, class name is “HSP W1 2022-2023” and password is “Research”.

ACADEMIC INTEGRITY

Our learning community is founded on honesty, civility, and integrity. As members of this community, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity and respect for others. A 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, collusion, and other forms of academic misconduct are serious concerns, and the University and Department of Psychology have taken steps to alleviate them. Violations of academic integrity include but are not limited to: dishonest conduct in relation to tests or



other assignments (e.g., unauthorized use of books, notes, or other aids, communicating with others for purposes of obtaining information, copying from the work of others, and purposefully exposing or conveying information to other test-takers), changing answers following marking, and handing in papers with sections prepared by others. Please review the section on [Academic Misconduct](#) in the UBC Calendar on 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.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals and must be referenced fully and appropriately. Evidence of cheating or plagiarism may result in [penalties](#) including a zero credit for the work in question, a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to 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 course TA. For details on pertinent University policies and procedures, please see the [Student Conduct and Discipline](#) section of the UBC Calendar and [University Policy SC6](#).

ACKNOWLEDGEMENTS AND COPYRIGHT

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

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.

Students are not permitted to record the class without permission from the instructor.

Thanks to K. Laurin, J. LeMoult, C. Rawn, and E. Zysk for inspiration that influenced some of the elements of this syllabus. The flexible learning assessment weighting was adapted from Professor Rawn's PSYC 218 syllabus.

Version: 4 September 2022

