

COURSE INFORMATION

Course Title	Course Code Number	Location	Credit Value
Abnormal Psychology	Psyc300A Section 902	FRDM 153	3

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

Course Instructor/contact	Instructions	Office Hours
Dr. Brian Thomas-Peter brian.thomaspeter@ubc.ca	Please use 1 st - Contact TAs 2 nd – use Canvas Inbox 3 rd – email me or attend online Zoom meeting	ONLINE VIA ZOOM On each Tuesday at 10:00 to 11:00 a.m., I will open a Zoom meeting for those needing to ask questions.
Teaching Assistants TBA	Contact by email for general enquiries In person meetings are possible by arrangement.	These online office hours are open to all students who wish to attend. If you prefer to speak one-on-one, send me an email and I will set up a time to meet via Zoom.

COURSE PROCESS

The course involves weekly in-class lectures on Mondays: 6:00-8:30, commencing Monday, 8th January 2024, until 10th April and will be held in FRDM 153. The Final exam will be scheduled between 16th and 27th of April (as determined by Enrolment Services).

The Powerpoint slides used in lectures will normally be posted on CANVAS, on the day of each lecture. Not all information is included on these, and students are encouraged to add details of the lectures in class. Note that not all reading material will be covered in lectures, and it is the responsibility of students to read the content independently. Supplementary references will be provided in class, and the importance of each will be indicated.



LEARNING STRUCTURE AND OUTCOMES

This course focuses on the definition, history, and scope of mental illness, with emphasis on the psychology and science 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.

The course is divided into 3 sections, each will be examined separately in three, 1 hour exams scheduled for 24th May, 12th June, and 26th June (See schedule table below).

- **The first** section of the course will consider important tools and perspectives from which to understand the literature, the history of psychiatry/ psychology, the meaning of abnormality, and challenges in classification and diagnosis.
- **The second** section will consider the nature and source of schizophrenia, psychosis and symptoms, child trauma and dissociative disorder.
- **The third** will review depression, mood and anxiety disorder, personality disorder and, Power, Threat, Meaning Framework (BPS 2018).

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

- 1) Articulate an evidence-based perspective of psychological disorders.
- 2) Display a critical awareness of contemporary mental health issues, context, methods and practice.
- 3) Describe the complexities of assessing and studying psychological disorders.
- 4) Provide an introduction to a range of psychological disorders, hi-lighting contemporary theories, research and practice.
- 5) Be prepared for advanced study in applied psychology.

LEARNING ACTIVITIES

Class meetings will involve primarily lectures, with some discussion, video presentations and in-class assignments designed to promote student participation and engagement with the material. In order to promote open discussion of sensitive topics, **class meetings will not be recorded** even in the unlikely event of classes meeting via Zoom.

The lectures are intended to add value to the text rather than repeating or explaining them. Therefore the lectures are more likely to be central to examination. The lecture slides will be posted on [Canvas](#) for each session, but taking notes is recommended. 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. The course is designed to hone your critical awareness of key issue in mental health.

Students are encouraged to participate in class by responding to questions posed, engaging in class discussions on key topics and reading material, and by asking questions in class. They are



also encouraged to follow the many links and references provided in the eText Book and in class. While the lectures will focus on particular subject areas, there is much overlap between topics.

For this course, 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 devices for exams, and it is recommended that you take hand written notes in class.

The average student workload for this course is approximately 12-15 hours per week including the time you spend in class. This is because it is compressed into just six weeks. You should expect to spend 5-6 hours per week reading the textbook and additional reading assignments. Plan to spend at least 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.

LEARNING MATERIALS AND SCHEDULE OF TOPICS FOR PSYC300A\902

Learning Materials – Recommended but required.

- eText Book: Alexis **Bridley**, Lee **Daffin**. *Fundamentals of Psychological Disorder – Third Edition (DSMV TR)*. Washington State University, (August 2022)

<https://opentext.wsu.edu/abnormal-psych/wp-content/uploads/sites/41/2018/05/Abnormal-Psychology-3rd-edition-5TR-1.pdf>

- Illustrative case study: **Tracey Higgins**. *The Girl on the Bridge; a Memoir*. (August 2021)

https://www.amazon.ca/Girl-Bridge-Memoir-Tracey-Higgins/dp/1777595215/ref=sr_1_2?crd=1W2SD59IENXOC&keywords=The+Girl+on+the+Bridge&qid=1701279977&prefix=the+girl+on+the+bridge%2Caps%2C196&sr=8-2



Schedule of Topics with eText Book Sections, Dates, Times, and Exams

**Mondays 6:00 pm to 8:30 pm
January 8th, 2024, until April 8th in xxxx**

Subjects	eText	Content	Mondays 6:00 pm to 8:30 pm January 8th, 2024, until April 8th in xxxx															
			January				February				March				April			
			8	15	22	29	5	12	19	26	4	11	18	25	1	8		
Introduction	Part 1 Setting the stage	Concepts and tools; Making ready																
History	Part 1 Setting the stage	Early Psychiatry, Psychiatric and Psychological traditions																
Classification/ diagnosis	Part 1 Setting the stage	DSM evolution; Reliability; Validity; Comorbidity; Utility; Emerging strategies of classifying MI																
Schizophrenia and Psychosis	Part 4 Module 12	DSM5; Definitions; Causes; Genetics; Brain Chemistry; Environmental factors. Hallucinations; Delusions																
Child Trauma and later life	Part 2 Module 5	Adverse Childhood Experience; Research; <u>Implications for adult mental health</u> , health, brain development, Trauma informed care																
Somatiform/ Dissociative Disorders	Part 2 Module 6	Trauma and Dissociative Disorders																
Depression and Mood Disorders	Part 2 Module 4	DSM5; Prevalence; Causes; Treatment; Medication Side effects																
Anxiety Disorders	Part 3 Module 7	Presentation; Panic and specific disorders; Causes; Treatment strategies																
Personality Disorder	Part 5 Module 13	Evolutionary and Cognitive perspectives; DSM5; Millon; clinical presentation; case examples /formulation																
Power, Threat,		Alternative conceptualization of																

Mid-term

Mid-term

Guest Speaker



Meaning Framework		mental health and classification (BPS2018)																	
-------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

1 hour **EXAM** scheduled for 29th January (Section 1); 4th March (Section 2); Final TBA (Section 3).

ASSESSMENT OF LEARNING

Course evaluation will be based on three exams each requiring short answers to a series of questions and each worth 1/3 of total mark and will take up to 60 minutes. Exams are not cumulative. Much of the reading material is not presented in the lectures; **students are responsible for reading material to which they are directed**. Two 1 hour **EXAMs** scheduled for 29th January (Section 1); 4th March (Section 2); Final Exam of 80 minutes TBA (Section 3).

- **All interim exams will be given at the beginning of class.** The exams require thorough understanding of course material, including the ability to apply and integrate concepts. They will be straight forward questions designed to assess knowledge and understanding.
- **Interim Exam procedure.** For each exam, 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.
- **In the event of missing an 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 make up that lost exam with an essay, specified by the instructor, of approximately 2000 words, excluding references, and completed within three weeks of missed exam. In the unusual circumstances of an exam being missed and the student being unable through incapacity to complete a make up essay, the completed exams may, at the instructors discretion, be reweighted to form 100% of the available mark for the course
- **Marking.** The course TA(s), will complete the marking for the course, except for any make up essays that may be required. They 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 their 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.
- **Reviews:** UBC policy is that exams can be reviewed up to 1 year following the exam date, but for the sake of expedience, if you believe an error has been made in marking your exam, you may apply by email to the Instructor within two days after the work was handed back to you, 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 Instructor will independently mark your exam and that grade, which may be lower or higher than the original, will be retained. 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 and Scaling.** 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.

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 (70-79%): *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 60-69%, D RANGE 50-59%): *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.
- **Changing your mind.** If you wish to drop the course, you must do so by the formal university withdrawal date;

- Last day to withdraw without a W standing: ???
- Last day to withdraw with a W standing (course cannot be dropped after this date) : ???

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.

Academic Misconduct

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. 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. If you have any questions as to whether what you are doing may be considered 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.

COPYRIGHT

All materials of this course (course handouts, lecture slides, videos, 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.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməkwəyəm (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.



WELLNESS RESOURCES

Below you will find a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

Anxiety Canada: <https://anxietycanada.com/> (604- 620-0744)

311-409 Granville St, Vancouver, BC V6C 1T2

The Anxiety Canada website provides many resources for managing anxiety and anxiety disorders, including videos and worksheets. **It's a good site to check out at the beginning of term.**

The Kaleidoscope: *the-kaleidoscope.com*

A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations. Food and drink are provided.

Counselling Services: *students.ubc.ca/livewell/services/counselling-services* (604-822-3811)

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.

SpeakEasy: *ams.ubc.ca/services/speakeasy/* (604-822-9246)

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

SHARE: *www.vivreshare.org*

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

UBC Wellness Centre: *students.ubc.ca/livewell/services/wellness-centre* (604-822-8450)

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

Access and Diversity: *students.ubc.ca/about/access* (604-822-5844)

Access and Diversity provides accommodations for students living with physical or mental disabilities.

Student Health Services: *students.ubc.ca/livewell/services/student-health-service* (822-7011)



Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Mood Disorders Clinic UBC: ubc-mooddisorders.vch.ca/

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing.

Mental Health Awareness Club: ubcmhac.sites.olt.ubc.ca/

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Pacific Spirit Addiction Services:

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1 (604-267-3970)

A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series.

UBC Psychology Clinic: clinic.psych.ubc.ca

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

BC Crisis Center: crisiscentre.bc.ca (604-872-3311)

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

Distress Line: Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

