

COURSE INFORMATION

Course Title	Course Code	Class Meetings	Credit Value
Abnormal Psychology	PSYC 300a section 004	MWF 2:00-2:50 FRDM 153	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.

CONTACTS

Teaching Team	Contact Details	Office Location	Drop-in Hours
Sheila Woody (she/her) Professor	Phone: 604-822-2719 I enjoy meeting with students, and I prefer to help you learn in person. I will respond only to <i>brief</i> inquiries (involving a one-sentence response) via <i>Canvas Inbox</i> .	Kenny 1605	Wed 11:00-12:00pm KENNY 1605 If you are unable to make it to my office hours, go to the TA office hour (see below).
Pawan Aulakh Undergraduate Teaching Assistant	Pawana13@student.ubc.ca		Fri noon-1:00pm on Zoom (You can also find the link on Canvas.)

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 as well as provide opportunities to practice responding to questions like those on exams. 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 format, then consider taking section 992, which is an asynchronous online version 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, I encourage you to contact fellow classmates via *Canvas* to arrange to share notes for missed classes.

If you're uncertain about a topic discussed in the textbook or in class, ask a question on [Piazza](#). This is a fast and efficient way to get help from classmates, the TA, and me. You can ask questions without identifying yourself to your classmates (although the teaching team will know your name, so it isn't actually anonymous). You can also come visit me or the TA during our office hours.

LEARNING MATERIALS

For this class, I strongly recommend that you **bring paper and a pen or pencil for in-class activities**. The midterms and final exam are handwritten (pen and paper), and during class meetings, we will often engage in learning activities that are similar to exam questions. You will benefit the most from these activities if you do them in the same format you'll be using during the learning assessments (i.e., writing on paper).

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 \$71.39, you get access for 12 months. 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. Much of the reading material will *not* be discussed in class, so this is an especially important part of your learning.

LEARNING ACTIVITIES

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.

Each week, I will ask you to engage in some in-class learning activities. Some of these activities are done individually (such as a one-minute essay or practice quiz related to the week's topic), and others will be completed in collaboration with other students (e.g., worksheet related to a case study, develop solutions to a problem). 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.

These activities are designed to deepen your thinking about some of the concepts we are studying and to give you practice with the types of questions that you will encounter on the midterms and final exam. Because of the nature of these assignments (i.e., promoting in-class engagement and collaboration among students), there are no makeup opportunities for missed learning activities.

ASSESSMENTS OF LEARNING

The learning assessments are designed to support your achievement of the learning outcomes and to help me measure that learning. The assessments include multiple-choice questions that support students to complete the reading assignments in advance (i.e., brief online quizzes) and consolidation and synthesis of material across different sections of the course (i.e., exams).

Because students have different strengths and learn in different ways – and you know yourself best – I offer 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 MONDAY, 13 JANUARY 2025](#).
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 after the deadline).



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 1:59pm	10%	0-20%
2. Midterm exam 1	7 February	30%	20-35%
3. Midterm exam 2	17 March	30%	20-35%
4. Final exam (not cumulative)	TBA (Apr 12-27)	30%	20-35%
TOTAL		100%	MUST ADD TO 100%

BRIEF ONLINE QUIZZES

There are 12 online quizzes that cover material in each textbook chapter. These quizzes are brief - five multiple-choice questions completed in 5 minutes. 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. Consistent with this purpose, these quizzes are relatively low stakes – see the table above. The deadline for all quizzes is 1:59pm on the day listed in the Schedule of Topics below. Ideally, you would complete the quiz prior to the *first* class in which we discuss a given topic (usually by Friday of each week). However, to allow a bit of cushion in your work schedule and to give you an opportunity to come ask me questions in office hours or class, I have set the deadline as 1:59pm before the *second* class in which we discuss a given topic. Because I have already built in a grace period, **no extensions and no make-ups will be permitted to quiz deadlines.** *Each student's two lowest quiz marks will be dropped before calculating the final grade.*

EXAMS

The midterm and final exams will consist of 5-6 short essay questions that require approximately one paragraph as a response.

For each exam (midterm or final), you will have 50 minutes 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 by the time you arrive. 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 be taken as evidence of cheating and 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 **MUST CONTACT THE INSTRUCTOR VIA CANVAS INBOX BY 11:59PM ON THE DAY OF THE MIDTERM** with an explanation of your



situation. Students with an excused absence (i.e., one of the reasons listed above) will be offered accommodations *at the instructor's discretion* in the form of a makeup exam. A makeup exam for midterm #1 will be held on Tuesday, February 25 at 5:00pm (Kenny 4001). A makeup exam for midterm #2 will be held on Tuesday, April 1 at 5:00pm (Kenny 4001). These are the only dates for makeup midterm exams; alternative dates or times will not be considered. **(No extensions or additional makeups are permitted for a makeup exam.)** 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](#).

HIGH-STAKES LAST CHANCE

Although the final exam is not cumulative, students may choose the option of a cumulative final exam. Circumstances under which a student might wish to take a cumulative final exam include: having been unable (e.g., due to prolonged illness) to take either a scheduled midterm or the makeup for that midterm or being dissatisfied with their performance on a midterm and wishing to try to improve their final grade. The purpose of the cumulative final exam option is to allow a last chance for a student to demonstrate mastery of course content. This is a high-stakes option because the cumulative final exam will represent a very large portion of the student's final grade - potentially up to 100% - of the final grade. **IF YOU ARE INTERESTED IN CONSIDERING THIS OPTION, YOU SHOULD CONTACT THE INSTRUCTOR TO DISCUSS YOUR SITUATION BY APRIL 7 (THE LAST DAY OF CLASS).** No request for a cumulative final exam will be approved after that date.

MARKING

The course TA does all marking for the course. The TA will be available to answer questions or concerns regarding your exams. You may review a midterm exam after the marks are released by requesting to see it during the TA office hours (see details 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 writing* to the Instructor within two days after reviewing it with the TA 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 department uses department-wide grading standards to promote equitable alignment of grade distributions across many diverse courses and sections. The course average (before any bonus HSP points are added) in a 300-level class must be in the B range (72-75%). Scaling may be used to comply with these norms; final grades may be scaled up or down as necessary by the Instructor or Department. Note that grades are not official until they appear on a student's academic record.

At the end of the course, if the average falls outside the target range (above or below), Instructors are expected to use a linear transformation to adjust the final grades. This scaling, if necessary, will be done by adding or subtracting the same number of points to all students' marks, while ensuring that no student fails the course due to this transformation. I will provide you with the class mean after each exam, so you will have a realistic idea of whether the grades are generally conforming to the standard departmental distribution for 300-level courses. **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 reflects the department's expectations for the 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 (68-79%): 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 knowledge base relevant to the course.
- C-D GRADES (C RANGE 59-67%, D RANGE 50-54%): Adequate Performance.** Some understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable work that is not seriously faulty but shows weak critical and analytic thinking.
- F GRADES (0-49%): Inadequate Performance.** Poor understanding of the subject matter; lacking analytical and critical skills; limited or irrelevant use of literature.

SCHEDULE OF TOPICS

Week	Dates	Monday	Wednesday	Friday
1	Jan 6-10	Introduction to the course Read: This syllabus! Complete online quiz 1 by Jan 8 at 1:59pm	Historical conceptualizations Read: Chp. 1 Complete online quiz 2 by Jan 10 at 1:59pm	Historical conceptualizations



Week	Dates	Monday	Wednesday	Friday
2	Jan 13-17	Mental illness stigma	Contemporary classification and diagnosis Read: Chp. 3 Complete online quiz 3 by Jan 17 at 1:59pm	<i>Class cancelled</i> Instructor away at a conference
3	Jan 20-24	Structure of the DSM-5 Read: one DSM-5 chapter of your choice	Alternatives to the DSM-5 Read: Adam (2013)	Psychological assessment Read: Chp. 4 Complete online quiz 4 by Jan 27 at 1:59pm
4	Jan 27-31	Psychological assessment	Research methods	Anxiety disorders Read: Chp. 5 Do online quiz 5 by Feb 3 at 1:59pm
5	Feb 3-7	Panic and obsessive-compulsive disorder	Trauma-related disorders Read: Gone (2013)	Midterm exam 1 In-person exam that covers all material up to this point.
6	Feb 10-14	Mood disorders Read: Chp. 8 Complete online quiz 6 by Feb 12 at 1:59pm	Mood disorders	Suicide
	Feb 17-21	<i>Midterm Break</i>		
7	Feb 24-28	Schizophrenia Read: Chp. 9 Complete online quiz 7 by Feb 26 at 1:59pm	Schizophrenia Guest speaker in class	Schizophrenia
8	Mar 3-7	Eating disorders Read: Chp. 10 Complete online quiz 8 by Mar 5 at 1:59pm	Eating disorders Guest speaker! Class will be on Zoom today.	Eating disorders
9	Mar 10-14	Addictive disorders Read: Chp. 11 Complete online quiz 9 by Mar 12 at 1:59pm	Opioid use disorder	Alcohol use disorder Read: Rohsenow et al. (2012)
10	Mar 17-21	Midterm exam 2 In-person exam that covers material since Midterm #1	Personality disorders Read: Chp. 12 Complete online quiz 10 by Mar 21 at 1:59pm	Personality disorders



Week	Dates	Monday	Wednesday	Friday
11	Mar 24-28	Borderline and antisocial personality disorders	ADHD Read: Chp. 15 Complete online quiz 11 by Mar 28 at 1:59pm	ODD and conduct disorder
12	Mar 31 – Apr 4	Internalizing disorders	Civil mental health law Read: Chp. 19 Complete online quiz 12 by Apr 4 at 1:59pm	Ethical issues
13	Apr 7	Mental health in the criminal justice system	<i>No class – term is finished!</i>	
The final exam will be held on the date set by the Registrar during the regular exam period, which is 12-27 April 2025 (including weekends) .				

WELLNESS

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 respiratory illnesses. I support those students who choose to wear them for their own protection and for the safety and comfort of others. (I may choose to wear a mask at times as well.) I strongly encourage you to stay up-to-date with COVID-19 and influenza vaccinations to minimize the chance that you will become sick this term.

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). Do not come to class if you are sick, have symptoms of any respiratory illness, or have recently tested positive for COVID-19. 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** for students who are sick on a midterm exam day. See details above under Exams. Don't try to take an exam when you are sick – it endangers others, and you won't perform your best. 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.
- **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**, so it is ok to occasionally miss 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 *Piazza* discussion forum for help.
- Arrange to meet with the TA or the Instructor to discuss any questions you have about the material you missed.

If I (the Instructor) am ill, 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 both 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 Workday without a “W” on your transcript: **17 JANUARY 2025**

Last date for course withdrawal through Workday with a withdrawal standing of “W” on your transcript: **7 MARCH 2025**

Final examination period: **12 – 27 APRIL 2025** (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 to class on time and not to leave class 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 3% extra credit on their overall final grade by participating in psychology research. There are two ways to do this.

Most students will choose to earn these credits by spending three hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology’s Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. There are both online and in-person (or “in-lab”) studies available. You can choose to do any combination of online or in-person studies, but be aware that there is a bonus for doing in-person studies. These “in-lab” studies will offer a bonus 0.5 credits on top of the standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour in-person study will award 1.5 credits, while an equivalent online study will award 1 credit).



Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. **At the end of the last day of classes for the term (8 APRIL 2025), the subject pool is closed.** At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class because **many studies will not offer timeslots near the end of the term, so you may be locked out before allocating your credits to your desired course.** Further instruction on how to use the HSP online system can be found in the document “Subject Pool Information for Participants” at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>.

As an **alternative** to participation in psychology subject pool experiments, you may earn the same extra credit by completing a **library-writing project**. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer-reviewed journal *Psychological Science*. You will receive one (1) research participation credit for each article summary that meets the following requirements.

Requirements for the Library Option:

- The article must have been published in the journal *Psychological Science*.
- The article must have a publication date from the year 2000 to present (e.g., papers from 2001 are acceptable; those from 1999 or earlier are not).
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example.
- The summary should be approximately 500 words in length.
- You must include your name, student number, course, section, instructor and email address on each summary.
- You must provide the full APA-style reference for the article at the end of the summary. Do not upload the entire research article with your summary – only the APA-style reference.
- You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

For this course, you may obtain up to 3% extra credits via the library option (i.e., the same number of credits available for students who participate in research).

The **deadline to submit summaries** is 10 days before the last day of classes for the term.

You must submit both your article and your summary to turnitin.com. If you don't have a Turnitin account already (from a previous course), you will need to create a user account in Turnitin. **For the library assignment in Winter 2023 Term 1, the class ID is 46712531, class**



name is "HSP 2024-2025 W2" and password is "Research". Go to www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin. Any student who is suspected of academic misconduct (e.g., plagiarism) will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

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.**

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. Learn more about academic integrity at UBC [here](#). 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, websites, notes, or generative AI, communicating with others for purposes of obtaining information, copying from the work of others, 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 UBC Calendar section on [Academic Misconduct](#) on types of academic dishonesty. Also visit the [Guide to Academic Integrity](#) for discussion of academic integrity, including tips on avoiding plagiarism and some of the possible consequences of academic misconduct.

All graded work in this course, unless otherwise specified, is to be original work done independently by individual students. You may consult the textbook as you take the weekly quizzes, but **consulting with or sharing quiz content with other students is academic misconduct**. Evidence of cheating may result in [penalties](#) including a mark of zero for the work in question, a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation about academic misconduct added to the 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 Instructor or course TA. We would be happy to help you make decisions with academic integrity. 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 [xwməθkwəyəm \(Musqueam\) 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 a version of Professor Rawn's PSYC 218 syllabus.

Version: 20 February 2025

