

COURSE INFORMATION

Course Title	Course Code Number	Location	Credit Value
Abnormal Psychology	PSYC300 Section 902	Life 2302	3

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. It is helpful but not essential to be a psychology major having completed two years of undergraduate study. Second year students may find it challenging.

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	Office hours are online, on Zoom. 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.
Teaching Assistants TBA	Contact by email for general enquiries In person meetings are possible by arrangement.	

COURSE PROCESS

The course involves weekly in-class lectures on Wednesday's: 6:00-8:30, commencing Wednesday, 8th January 2024, until 8th April and will be held in LIFE 2302. The Final exam will be scheduled between 16th and 27th of April (as determined by Enrolment Services).

The presentation used in lectures will normally be posted on CANVAS, on the day of each lecture. Not all information offered during the lecture is included within the presentation and students are encouraged to add details of the lectures in class. Note that not all reading material will be covered in lectures. 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.

The course is designed to be challenging of conventional views of mental health and will distinguish clearly between psychiatric and psychological perspectives of human distress, and subsequent treatment. Students must be prepared to engage with other class members to discuss issues in class.



LEARNING STRUCTURE AND OUTCOMES

The course is divided into 3 sections, each will be examined separately in two midterm exams and a Final exam, (See schedule table below).

- **The first** section of the course will consider important concepts and perspectives with which to understand the literature, the history of psychiatry/ psychology, the meaning of abnormality, and challenges in classification and diagnosis, contrasting psychiatric with psychological perspectives.
- **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 disorders, and personality disorder.

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 distress.
- 4) Provide an introduction to a range of psychological disorders, highlighting contemporary theories, research and practice.
- 5) Be prepared for advanced study in applied psychology.

LEARNING ACTIVITIES

Class meetings will involve 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 central to examination. There is no substitute for attendance. If you miss a class, please contact fellow classmates 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 class. While the lectures will focus on particular subject areas, there is much overlap between topics.

The average student workload for this course does not vary from any other 3rd year PSYC course.



SOME LEARNING MATERIALS FOR PSYC300A

There is no set text book for the course. Please do not rely on book chapters as an alternative to attending lectures. If you must purchase a text, one of the best I have seen is that by David Dozois, (see below), but even that has limitations for this course. A cheaper option is the Brindley and Daffin eTextbook, which is free. **I strongly recommend** you read the memoir by **Tracey Higgins**, and the paperback by **James Davies**. The BPS publication by Johnston and Boyle et al is free to download and a ‘must-have’ for the course. There is a short and long form; the short version will do. (see links below).

- **David Dozois** (2023). *Perspectives in Psychopathology* 7th Edition. Pearson, North York.
- **Learning Materials** eText Book: Alexis **Brindley**, Lee **Daffin**. *Fundamentals of Psychological Disorder – Third Edition (DSMV TR)*. Washington State University, (August 2022). This text is suggested as an up to date resource to supplement the lectures and your reading. It is insufficient as a text for the course.

<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). This is a key reference for students to understand the psychological and human context of psychological distress and a number of issues we will consider in the course. It is a true and gritty depiction of the causes, symptoms and recovery from severe mental disorder.

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

- **James Davies** (2013). *Cracked – Why Psychiatry is Doing More Harm than Good*. Icon Books, London

https://www.amazon.ca/Cracked-Psychiatry-Doing-More-Harm/dp/1848316542/ref=sr_1_1?crid=1WW3IHKP216CM&dib=eyJ2IjoiMSJ9.I34FvPLcGnR6nugjXm6gX3TNr3UkQoqpF9hxawVj0akGYI286EGarJndKZb0pJuy6GOJ8uOuN4FxSkgC5T066w.yMNSTed1QAie8_VNQngqWD8iv6J5haNqGRw4wJ-08ZM&dib_tag=se&keywords=Cracked+James+Davies&qid=1727732988&srefix=cracked+james+davies%2Caps%2C229&sr=8-1

- **Johnstone, L. & Boyle, M. with Cromby, J., Dillon, J., Harper, D., Kinderman, P., Longden, E., Pilgrim, D. & Read, J.** (2018). *The Power Threat Meaning Framework: Towards the identification of patterns in emotional distress, unusual experiences and troubled or troubling behaviour, as an alternative to functional psychiatric diagnosis*. Leicester: British Psychological Society.

<https://www.bps.org.uk/guideline/power-threat-meaning-framework-overview-version>



Outline PSYC 300, Section 902, Abnormal Psychology (January 2024, Winter term 2 (2025))

Schedule of Topics with Dates, Times, and Exams. (Some variation/ modification is possible)		Wednesday evenings, January 8th, 2024, until April 9 ^h in LIFE 2302 (6:00pm to 9:00pm)													
		January				February				March				April	
Subjects	Content	8	15	22	29	5	12	19	26	5	12	19	26	2	9
Introduction	Concepts and tools; Making ready	1													
History	Early Psychiatry, Psychiatric and Psychological traditions		2												
Classification/ diagnosis and alternatives from psychology	DSM evolution; Reliability; Validity; Comorbidity; Utility; Emerging strategies of classifying MI;			3											
	Power, Threat, Meaning Framework (BPS 2018)				4										
Review/ Top-up															
Mid-Term #1															
Schizophrenia and Psychosis	DSM5; Definitions; Causes; Genetics; Brain Chemistry; Environmental factors. Hallucinations; Delusions						5								
Child Trauma and later life	Adverse Childhood Experience; <u>Mental health</u> , health, brain development, Trauma informed care								6-7						
Somatoform/ Dissociative Disorders	Trauma and Dissociative Disorders									8					
Special Presentation	With author and survivor of MI, Tracey Higgins										8				
Mid-Term #2															
Depression and Mood Disorders	DSM5; Prevalence; Causes; Treatment; Medication Side effects											9	9		
Anxiety Disorders	Presentation; Panic and specific disorders; Causes; Treatment strategies													10	
Personality Disorder	Evolutionary and Cognitive perspectives; Millon; clinical presentation; case examples /formulation														11
Review/ Top-up															
Final Exam – 24th April; 7:00 – 9:30 pm															



ASSESSMENT OF LEARNING

Course evaluation will be based on three exams each requiring bullet point answers to a series of questions. Each exam is worth 1/3 of total mark and will take 60-75 minutes. In order to reduce stress and focus on learning, students will be given the exam questions weeks before the scheduled exam and guided on how the answers should be constructed. Exams are not cumulative although there are some recurrent issues.

- **All interim exams will be given at the beginning of class.** They will be straight forward questions designed to assess knowledge and understanding. Following the midterm exam, the next section of study will introduced.
- **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 university obligations, you may, at the instructors discretion, complete that exam at another time.
- **Marking.** The course TA(s), will complete the marking for the course. 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:** Every exam question has a detailed scoring template against which student scripts are compared. If you believe an error has been made in marking your exam, you may request of the TA to review it again and seek an explanation for your grade. Further concerns will be dealt with by the instructor. There is a University policy on Reviews and nothing in this document is intended on contradicting that policy.
- **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.

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.

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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 xwḿəkwəy̓əm (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.

