



PSYCHOLOGY 343: Psychopathology I

Winter 2019 Term 1 (September 4th – November 29th, 2019)

Day & Time: Wednesday & Friday 3:30 pm – 5:00 pm

Room: LIB317

Instructor: Dr. Jessica Driscoll, R.Psych.

Email: jessica.driscoll@ubc.ca

Office Hours: Office hours available by appointment

Office Location: ART 280J

Teaching Assistant (Office hours TBD):

Hailee Lewis: hailewis@mail.ubc.ca

Calendar Description:

A detailed introduction to the general principles underlying the scientific study of mental health and psychopathology. Critical theoretical and methodological issues related to the assessment, diagnosis, and treatment of psychological disorders will be discussed. A review of the direct and indirect consequences of mental health disorders will also be discussed. Selected classes of clinical disorders will be used to illustrate the general issues and principles discussed this semester.

Other disorders are covered in PSYO 344: Psychopathology II.

Learning Objectives & Outcomes:

By the end of the semester, it is anticipated that you will have:

- An enhanced awareness and understanding of mental health and the mental health disorders addressed in PSYO 343, including factors that promote mental health and those that put someone at increased risk for developing a mental health disorder;
- An awareness and understanding of clinical research and assessment, as well as associated ethical standards;
- An understanding of the direct and indirect consequences of mental health disorders; &
- An understanding of, and sensitivity to, mental health-related stigma.

More specifically, you should be able to:

- Identify and describe the main theoretical paradigms that underlie our understanding and treatment of mental health disorders;
- Describe the DSM approach to classifying mental health disorders;
- Describe the fundamentals of clinical assessment procedures;
- Describe the general clinical features of the categories of disorders covered in class;
- Describe the clinical features of at least one specific disorder belonging to each of the categories of disorders covered in class

Required Text and Online Resource:

Beidel, D.C., Bulik, C.M., Stanley, M.A., & Taylor, S. (2018). *Abnormal psychology* (Canadian edition). Don Mills, ON: Pearson Canada Inc.

** Following the placement of this textbook order, Pearson has notified UBCO that this textbook will ONLY be available digitally.

REVEL: a web-based resource associated with the textbook that is hosted by Pearson Canada Inc.

NOTE: If you purchase a used print version of this textbook, it will NOT come with a REVEL access card and you will need to purchase that separately.

You will not have to buy a second textbook nor a second REVEL access card for PSYO 344. Information about registering for the PSYO 343 REVEL site will be made available to you on Canvas.

Class Format: This course is lecture-based. The lectures are designed to extend and enrich the material presented in the assigned readings. Case discussions will be a part of many of the lectures as well as the occasional guest lecturer. Class discussion is strongly encouraged.

Course Evaluation (see ‘Tentative Schedule’ below for dates):

- 1) **Class Participation (8%):** Group discussion questions will be presented on occasion during class sessions. The questions will be used to facilitate group discussions and encourage greater comprehension of the material. In this regard, it is important to note that most of the questions will be experiential or attitudinal in nature. Sometimes, questions may be used to help me gauge the extent to which the class has understood the presented material. At the same time, you can use these questions to determine your own level of understanding of the material.

Format: Groups of 3-4 students will be expected to generate a short, written summary of their 20 to 30-minute discussion (one copy, either uploaded to Canvas or hand-written, of 1-2 paragraphs that includes all group participant names and ID numbers). These written summaries must be completed within class time and uploaded to Canvas or handed in to the instructor before the end of the class session. Summaries that are received outside of class time will not be accepted. Should you encounter any internet concerns during class, these issues must be brought to the attention of the instructor within class time. This assignment is based on a pass/fail grade with each discussion question worth 2%. The assignment is not graded on the accuracy of content, but rather on evidence of a meaningful discussion of the topic and an outline/written summary of the points/issues raised. A lack of evidence regarding the group discussion could result in earning 0 or 1% on the assignment.

- 2) **Online Quiz #1 (6% - Chapters 1, 2, 3, 10 & 12):** As a way to help prepare and aide in your studying, this quiz will cover material that will be on your first midterm exam. The quiz will be provided online through REVEL. Students may take the test twice, with the highest score counted towards their final grade.
- 3) **Midterm Exam (25% - Chapters 1, 2, 3, 10 & 12):** The midterm exam will cover all material covered in class and from your textbook (i.e., Chapters 1, 2, 3, 10, and 12, slides/lecture, videos, in-class discussions, etc.). The exam will consist mainly of multiple-choice questions with anywhere from 4-6 short answer questions.
- 4) **Online Quiz #2 (6% - Chapters 4, 5, & 6):** As a way to help prepare and aide in your studying, this quiz will cover material that will be on your final exam. The quiz will be provided online through REVEL. Students may take the test twice, with the highest score counted towards their final grade.
- 5) **Applied Paper (25%):** The goal of the applied paper assignment is to reinforce material covered in class by applying a specific concept to media/fictional portrayals of mental health. This assignment will require students to write a 5-7-page paper (double-spaced; APA format) on one of two topics, including: a) Abnormal Psychology in the Media or b) DSM 5 Diagnosis and Fictional Characters. More detailed information about this paper is provided at the end of the syllabus (pages 11-12). In short, the paper will address how mental illness and specific disorders are portrayed in the media or fiction as well as your opinion regarding the accuracy/inaccuracy and/or impact of that portrayal.
- 6) **Final Exam (30% - Chapters 4, 5, & 6):** The final exam will cover all material covered in class and from your textbook (i.e., Chapters 4, 5, & 6, slides/lecture, videos, in-class discussions, etc.). The final exam will consist mainly of multiple-choice questions with anywhere from 4-6 short answer questions. The final exam is **not cumulative** and will be held during the final exam period (December 2nd – 17th).

Note: Midterms & Final Exams: All tests are to be written on the date specified below. If you are unable to write a test at the specified time, written documentation (i.e., medical note detailing how your illness rendered you incapable of writing the exam on the specified date) is *required* and I must be notified **before** the exam. *Notification and/or doctors notes submitted later than three days past the exam will not be accepted.*

THERE IS POTENTIAL TO EARN 2% BONUS IN THIS COURSE FOR PARTICIPATING IN
SONA RESEARCH

Bonus Points: Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two

types of activities. Please see the attached document regarding Sona credit at the end of the syllabus (pgs. 8-10).

Grading Rubric:

Note: All grades will be assigned in accordance with the system described in Section V (Academic Regulations - Grading Practices) of the 201-2020 UBCO Calendar (see <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>).

PERCENTAGE (%)	LETTER GRADE
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F

Tentative Course Schedule

(subject to change – any changes will be announced in class)

	Date	Lecture Topic	Readings	Deadlines
1	September 4	Course Outline/Syllabus - Introduction		
2	September 6	Normal vs. Abnormal Behaviour	<i>Chapter 1</i>	
3	September 11	Historical and Current Views of Abnormal Behaviour	<i>Chapter 1</i>	
4	September 13	Research Methods in Abnormal Psychology	<i>Chapter 2</i>	
5	September 18	Research Methods in Abnormal Psychology	<i>Chapter 2</i>	
6	September 20	Assessment and Diagnosis	<i>Chapter 3</i>	
7	September 25	Assessment and Diagnosis	<i>Chapter 3</i>	
8	September 27	Assessment and Diagnosis	<i>Chapter 3</i>	

9	October 2	Neurodevelopmental Disorders; Elimination Disorders	Chapter 12	
10	October 4	ADHD, Disruptive, and Conduct Disorders	Chapter 12	
11	October 9	Schizophrenia Spectrum and Other Psychotic Disorders	Chapter 10	
12	October 11	Schizophrenia Spectrum and Other Psychotic Disorders	Chapter 10	
13	October 16	Review/Discussion for paper/APA format		<u>Quiz #1</u> <u>Due:</u> BY midnight
14	October 18	<u>MIDTERM EXAM</u> (Chapters 1, 2, 3, 12, & 10)		<u>Midterm Exam</u> In-Class
15	October 23	Overview Bipolar Disorders Major Depressive Disorder Persistent Depressive Disorder	Chapter 6	
16	October 25	Premenstrual Dysphoric Disorder Suicide Etiology of Bipolar and Depressive Disorders	Chapter 6	
17	October 30	Psychological Treatments for Bipolar and Depressive Disorders	Chapter 6	
18	November 1	Overview of Anxiety Disorders Panic Disorder Agoraphobia Generalized Anxiety Disorder	Chapter 4	
19	November 6	Social Phobia Specific Phobia	Chapter 4	
20	November 8	Obsessive Compulsive Disorder Body Dysmorphic Disorder Hoarding Disorder	Chapter 4	

		Trichotillomania Excoriation Disorder		
21	November 13	Posttraumatic Stress Disorder	<i>Chapter 4</i>	
22	November 15	Etiology and Treatment of Anxiety, OCD, Trauma and Stressor Related Disorders	<i>Chapter 4</i>	<i>SONA Option #2 Research Summary Assignment Due (only if you have chosen this as an option!)</i>
23	November 20	Overview Somatic Symptom Disorder Conversion Disorder Illness Anxiety Disorder	<i>Chapter 5</i>	<u>Paper</u> <u>Due: November 20</u> (BY midnight)
24	November 22	Factitious Disorder Malingering Etiology Treatment	<i>Chapter 5</i>	
25	November 27	Dissociative Disorders Etiology Treatment	<i>Chapter 5</i>	
26	November 29	TBA		<u>Quiz #2</u> <u>Due: November 29</u> (BY midnight)
	December 2-17	FINAL EXAMINATION PERIOD		<u>Final Exam: TBA</u> (Not cumulative)

Class Etiquette: While it is not mandatory that you attend all classes, it is strongly encouraged. Irregular attendance will, in all likelihood, be associated with poorer performance. Finally, it is important to note that, at times, some students may choose to reveal personal experiences that pertain to the lecture/class discussion. Please treat such disclosures with respect and consider them as private communications.

Important UBC Policies and Resources

Final Examinations: The examination period for Term 1 of Winter 2019 is December 2nd – 17th. Please be aware that exams can be scheduled on Saturdays. **PLEASE, do NOT book flights or make other travel arrangements until after the exam schedule has been released (see Important UBC Policies & Resources -- Final Examination policy). Travel plans are not an accepted reason for writing exams out of time. Arrangements for out-of-time exams must be made through the Dean's Office.** Further information on Academic Concession can be found under Policies and Regulation in the *UBCO Academic Calendar*
<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

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

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at
<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

UBC Okanagan Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earllene Roberts, the Diversity Advisor for the Disability Resource Centre located in Commons Corner in the University Centre building (UNC 227).

UNC 227A 250.807.9263

email earllene.roberts@ubc.ca

Web: <https://students.ok.ubc.ca/academic-success/disability-resources/>

UBC Okanagan Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UNC 227B 250.807.9818

email: ombuds.office.ok@ubc.ca

Web: <http://ombudsoffice.ubc.ca>

UBC Okanagan Equity and Inclusion Office: UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

UNC 227C 250.807.9291

email: equity.ubco@ubc.ca

Web: <https://equity.ok.ubc.ca/>

Sexual Violence Prevention and Response Office (SVPRO): A safe and confidential place for UBC students, staff and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. We support your decision, whatever you decide.

Visit svpro.ok.ubc.ca or call us at 250.807.9640

Independent Investigations Office (IIO): If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO.

Investigations are conducted in a trauma informed, confidential and respectful manner in accordance with the principles of procedural fairness.

You can report your experience directly to the IIO via Email: director.of.investigations@ubc.ca

Call: 604.827.2060

Web: investigationsoffice.ubc.ca

Health & Wellness: SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see: <http://security.ok.ubc.ca/welcome.html>

SONA RESEARCH ACTIVITY

Students earn Sona credit from participating in research activity. This can be either through direct participation in research through the Sona online volunteer subject pool (Option 1), by completing summaries of primary research articles (Option 2), or by a combination of the two types of activities.

Research Participation (Option 1)

As a participant in one of numerous Psychology Department Subject Pool experiments posted at <http://ubco.sona-systems.com/>, you will obtain 0.5% credit for each 0.5 hour of participation at UBCO. Hence, participation requiring a 1-hour time commitment provides a credit of 1%, 1.5 hours provides a credit of 1.5%, and 2 hours provides a credit of 2.0%, etc.

Important Requirements

You may participate in more than one experiment in order to accrue credits. In order to ensure that a variety of research methodologies are experienced, ***at least one [1] of the credit hours must be earned by participating in online questionnaires and at least one [1] of the remaining credit hours must be fulfilled by participating in the university's on-site studies.*** In the event that you participate in a single listed study offering *more* than three credits for participation (for PSYO 111/121) or a single listed study offering *more* than 1.5 credits for participation (for 2nd year and higher courses), this regulation will be waived. A substantial number of both types of studies are typically hosted on Sona; therefore, you will have many different choices.

It is important to sign up for experiments early in the semester in order to increase the odds that a time slot is available. If you wait until late in the semester, all time slots may be taken.

Logging On To The System

Sona is only open for those students who are registered in a psychology course offering Sona credit. Please only use the request account option if you have never used the Sona system before. If you have used the Sona system before, please use the most recent login information you remember to log in.

Missed Appointments & Penalties

Missed appointments (i.e., failure to cancel the appointment at least 3 hours prior to the session) will be tracked. The consequence will be that you will not receive credit for participation in the experiment and will lose the credit value of the study from possible marks associated with participation in research.

Please email psyc.ubco.research@ubc.ca with any questions or concerns that you may have regarding the Sona system, including unassigned bonus credits. Your professor does NOT have access to this information.

Research Summary Assignment (Option 2)

As an alternative to participating in a Psychology Subject Pool experiment, you may obtain subject pool credit by completing library-writing projects to a satisfactory level. Each library-writing project is worth a total of two credits.

Important Requirements

1. This project consists of reading and summarizing (in written form) a recent, peer-reviewed, primary research article.

- A “recent” article has been published within the past 12 months.
- A “peer reviewed” article is one that has been reviewed by other scholars before it is accepted – for example, it **cannot** be a news item, an article from a popular magazine, a notice, or a letter to the editor.
- A “primary” research article describes an experiment or study where data are collected by the authors. In other words, the article you choose to review **cannot** be a book review, literature review, or summary article.

2. You must choose an article published by one of the following agencies:

- The American Psychological Society - *Psychological Science*, *Current Directions in Psychological Science*, *Psychological Science in the Public Interest*, or *Perspectives on Psychological Science*.
- The American Psychological Association - www.apa.org/journals/by_title.html has a full listing.
- The Canadian Psychological Association - *Canadian Psychology*, *Canadian Journal of Behavioural Science*, or *Canadian Journal of Experimental Psychology*.
- The Psychonomic Society - *Behavior Research Methods, Cognitive, Affective, & Behavioral Neuroscience*, *Learning & Behavior*, *Memory & Cognition*, *Perception & Psychophysics*, or *Psychonomic Bulletin & Review*.

3. Other Assignment Guidelines

The summary should be about 300-500 words in length. The source must be cited and referenced in accordance with the *Publication Manual of the American Psychological Association* (6th ed.). The review will be graded on a pass – fail basis (2% or 0%). At least **14 days before the end of classes** each term, submit the following to the course instructor:

- the article summary
- a copy of the article
- a cover page that specifies your name, student number, email address, and word count of the summary.
- the course title and number

Submitting the assignment 14 days in advance is necessary to ensure that you have an opportunity to make corrections, if required. Please remember to check your email frequently for instructor feedback.

PSYO 343: Psychopathology I
Winter 2019 Term 1
Applied Paper

Instructor: Dr. Jessica Driscoll, R.Psych.

Email: jessica.driscoll@ubc.ca

Due Date: November 20th, 2019 (By MIDNIGHT)

Evaluation: 25% (of overall course grade)

Late Assignments: 20% will automatically be deducted from assignments received after midnight on November 20th, 2019. A further 5% will be deducted every 3 days after November 20th, 2019 that the assignment is late. Assignments will not be accepted following the last class session November 29th, 2019.

Topic: The goal of the applied paper assignment is to reinforce material covered in class by applying a specific concept to media/fictional portrayals of mental health. The topics covered in this course are very likely to affect each and every one of us in some way or another. Mental health issues are prominent in the media and in the world around us. You may choose one of the two options from the list provided:

- 1) **Abnormal Psychology in the Media:** Find a minimum of 3 sources of information in the media within the last 10 years (e.g., newspaper, talk shows, TV programs, films, etc.) that deal directly with mental illness. Discuss the quality of the coverage, the accuracy/inaccuracy of the images presented, the assumptions made about mental illness, and an overall evaluation of the coverage. Be scientific, back up your arguments with research literature. How does this coverage affect those suffering from the particular form of mental illness covered? Could you present the information in a better way? How?
- 2) **DSM-5 Diagnosis and Fictional Characters:** Select a fictional character from television, movies, or English literature (within the last 10 years) and come up with a tentative DSM-5 diagnosis (using all relevant specifiers). Be sure to provide evidence to justify your judgments that the necessary criteria have been met (back up your arguments with scientific

literature). Further, discuss the accuracy/inaccuracy of the character's portrayal of the diagnosis. Were there elements about the character that could have been portrayed differently to better reflect the mental illness? How do you think that character's portrayal has impacted the general public's (the viewing/reading audience) perception and/or opinion of that particular form of mental illness?

Format: The applied paper assignment should be 5 to 7 pages long (not including the title and reference pages). Your paper should be written and referenced using **APA style** (i.e., double-spaced, 12-point font, etc.; this will be reviewed during class session). Your paper should provide an introduction regarding the source both the diagnosis/mental health concern discussed as well as the source(s) chosen (media, film, etc.). You will then provide your opinion (backed by research literature) regarding the accuracy/inaccuracy of the portrayal of the defined disorder. Further, you should discuss how those portrayals have impacted the audience's perception (in your opinion) and what could have been done differently/better.