

PSYC*3390, Course Outline: Fall 2015

General Information

Course Title: Abnormal Psychology

Course Description: This course is designed to provide an overview of abnormal psychology including a multidimensional conceptualization of mental health, assessment, diagnosis, and treatment. Topics will include an introduction to the area incorporating historical perspectives and the modern integrative approach to psychopathology. Common psychological disorders will be explored with respect to etiology, assessment, current diagnosis and classification using the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5; American Psychiatric Association 2013), as well as treatment. Knowledge from related fields of cognitive, developmental, and pediatric psychology as well as behavioural medicine will inform understanding of relevant topics. Case studies and examples of actual treatment programs will be used to illustrate concepts. Emphasis will be given to broad empirical research *and* to the experiences of individuals with these disorders.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall 2015

Class Schedule and Location: Tuesday, Thursday 10-11:20 am
J.D. MacLachlan Building Room 102

Instructor Information

Instructor Name: C. Meghan McMurtry, PhD, C.Psych

Instructor Email: cmcmurtr@uoguelph.ca (please put PSYC3390 in the subject line)

Office location and office hours: Tuesdays 3-4 pm; MacKinnon Extension #4004

GTA Information

GTA Name: Ari Shortt

GTA Email: ashortt@uoguelph.ca

GTA Name: Jasmine Mahdy

GTA Email: jmahdy@uoguelph.ca

GTA Name: Heather McLean

GTA Email: hmclean@uoguelph.ca

All GTA office hours: *By appointment only

Course Content

Specific Learning Outcomes:

In completing this course, students should be able to:

- 1) Explain the conceptualization of abnormality and psychological disorders using an integrative framework
- 2) Identify the key symptoms, etiology and related factors (biological, social, behavioural, emotional and cognitive), course, and correlates of common psychological disorders
- 3) Discuss basic evidence-based assessment and treatment of major psychological disorders
- 4) Apply diagnostic criteria and case formulations in the assessment of major psychological disorders
- 5) Evaluate issues surrounding psychopathology (e.g., identify myths and stereotypes) and the portrayals of mental health and illness in the media
- 6) Show concern for individuals with mental health issues in our society
- 7) Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks

Lecture Content:

Week	Date	Topic	Reading	Other Tasks Due
1	Sept 10	Overview of Syllabus and Course	None	
2	Sept 15	Abnormal Behaviour in Historical Context	Ch 1	
	Sept 17	Integrative Approach to Psychopathology	Ch 2	
3	Sept 22, Sept 24	Clinical Assessment and Diagnosis	Ch 3^	Draft Media Critique: due Sept 24 by 11:59 pm
4	Sept 29, Oct 1	Sexual Dysfunctions, Paraphilic Disorders, Gender Dysphoria* (guest lectures – Dr. Tuuli Kukkonen)	Ch 10	*Reflection paper due Oct 1 by 11:59 pm
5	Oct 6, Oct 8	Anxiety, Trauma-Related and Obsessive-Compulsive Disorders*	Ch 5	* <u>Marked</u> reflection paper due Oct 8 by 11:59 pm
6	Oct 13	NO CLASS – FALL BREAK	NA	
	Oct 15	Midterm Review (Chapters 1-3, 5 & 7)		
7	Oct 20	NO CLASS – “Take at home” midterm		Midterm: completed between Oct 16-22 nd
	Oct 22	Mental Health Services: Ethical and Legal Issues	Ch 16	
8	Oct 27, Oct 29	Mood Disorders and Suicide (continued)*	Ch 7	*Reflection paper due Oct 29 by 11:59 pm
9	Nov 3, Nov 5	Schizophrenia and Other Psychotic Disorders*	Ch 13	* <u>Marked</u> reflection paper due Nov 5 by 11:59 pm
10	Nov 10, Nov 12	Eating and Sleep-Wake Disorders*	Ch 8	*Reflection paper due Nov 12 by 11:59 pm
11	Nov 17, Nov 19	Physical Disorders and Health Psychology	Ch 9	

12	Nov 24, Nov 26	Personality Disorders	Ch 12	Final Media Critique: due by Nov 26 at 11:59 pm
13	Dec 1 Dec 3	Review of material for final NO FORMAL CLASS – instructor available in her office for exam questions	Catch up on your reading!	

^If you have not taken a research methods course, you may benefit from reading Chapter 4 but this is optional.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflection Papers (n = 5)	Throughout (see * in weekly schedule) Two formally marked papers due by 11:59 pm.	20% total Submitting all 5 of the papers on time: worth 10% Formally marked papers each worth 5% (=10% total)	5, 6, 7
Media Analysis	Draft: Sept 24, 2015 by 11:59 pm Final: Nov 26, 2015 by 11:59 pm	15% total Draft: 5% Final: 10%	2, 3, 5
Midterm Exam (take at home)	Between Oct 16-22, 2015	25%	1-4, 7
Final Exam (cumulative)	Dec 15, 2015 8:30-10:30 am	40%	1-4, 7

EXAMS:

The content will be based on both the readings and the lecture material. To be familiar with all of the information required for the exams, you need to complete the readings and attend all the lectures. In other words, you are responsible for all of the material in the assigned text chapters even if not covered in class; you are also responsible for all material covered in class, even if it is not covered in the text. The exams will be predominantly multiple choice with at least one short answer question on a clinical case. Case-based questions will be frequently used for the multiple choice as well. As indicated in the schedule, course time will be used to review the material and familiarize you with the types/structure of questions on the exams.

Midterm: The midterm exam will be based on material covered in class before Oct 13, 2015. The midterm is worth 25% of your final mark. The midterm will be completed on Courouselink at a time of your choice between October 16 and 22nd (e.g., class time on October 20th). While you

can choose the time and date you wish to start your exam, once you login to Courselink and begin the exam, you will only have 70 minutes to complete the exam. You will not be able to attempt the exam multiple times. While you can complete this exam “at home” and it can technically be an open-book exam, it is expected that you will work independently. There will be multiple versions of the test in order to reduce the likelihood of working with others. While you are allowed to access your notes and textbook, in order to use your time efficiently and prepare for the final exam, it is recommended that you do not plan to rely heavily on your notes.

Final examination date and time: December 15, 2015 8:30-10:30 am

Final exam weighting: 40%

The final exam is cumulative (all material covered in the course is "fair game") but content from the second half of the semester will be emphasized. The final is worth 40% of your final mark. While the type of questions will be very similar, unlike the midterm, the final exam is a closed-book test: you will not be able to access the text, your notes, or other material during the final exam. Please ensure that you have no conflicts in the scheduling of your various final exams; read through the [student responsibilities](#) section of the undergraduate calendar regarding exams.

Missed Exams: The only accepted reasons for missing the midterm and/or final exams are: a) medical reasons, b) compassionate reasons, and c) conflict with a religious holiday. If you miss an exam, you must provide an original copy of official documentation (e.g., a note from a doctor, program counsellor, funeral home) verifying why you were unable to write the exam within 5 calendar days of the exam or you will receive a 0% on that exam. The fact that you have several days to write the midterm exam, and can write it during a time you choose, should reduce the likelihood of missed exams. Students with documented absences for the final exam will have an opportunity to write the test during the University-wide re-write period.

Course Resources

Required Texts:

Abnormal Psychology: An Integrative Approach (4th Canadian edition) by David H. Barlow, V. Mark Durand, Sherry H. Stewart, and Martin L. Lalumière.

- Hard copy book: ISBN-13: 978-0-17-653165-2 (available in the bookstore)
- [E-text through Nelson](#) (for the negotiated price):
www.nelsonbrain.com/shop/micro/uguelph/psyc3390
- A copy of the text has been placed on reserve in the library.

The CourseMate website isn't required. Don't depend on previous versions as the DSM diagnostic system underwent a MAJOR revision which is only reflected in this edition of the textbook. Readings are to be completed before the lectures so you will derive maximum benefit and meaningfully contribute to discussion.

Other Resources:

Courselink is used for this course. I will post an Adobe pdf file containing my draft presentation by 11 pm the day before the lecture on Courselink. I will not post in any other format. The presentation outline that I post on Courselink will not include some of the slides/information that I will present in class (e.g., case studies, elaborations, practical examples). It is in your best interest to attend class and take good notes. While there will be overlap between the readings and the lectures, there will also be information unique to both. Students typically report that the case examples and videos that we discuss in class are among the best parts of their learning experience in this course.

Course Policies

Grading Policies

Late Assignments. It is your responsibility to meet course deadlines. A degree of academic independence, as well as personal organization and time management are explicit learning outcomes of this course. All written assignments are to be submitted via Dropbox on Courselink. The given Dropbox submission folder will time stamp your submission. Assignments (media analysis draft and final version, marked reflection papers) that are not submitted into the correct folder within Dropbox by their respective due dates and times will have 10% deducted immediately and then for each 24 hours past the due date. Please consider this policy as you develop a plan for completing the work in this course. You are strongly advised to try to upload your assignments well before the deadline.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for Academic Consideration: [Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly credited the outside sources and materials in your assignment.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is November 6, 2015. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)

Additional Course Information

My Role and Responsibilities:

To spark your curiosity about abnormal psychology! Deliver well-organized lectures based on the class text and other sources, supplemented by information from my clinical and research experience, case examples, description of treatment programs, etc. Encourage and foster an open class environment that facilitates open and respectful discussion. Be available to answer your questions. Provide fair evaluation. Adhere to this syllabus. In exceptional circumstances, changes may need to be made to the syllabus. In such cases, I will announce the changes in class as soon as possible as well as on Courselink.

Your Role and Responsibilities:

Be an engaged learner. Complete the reading assignments. Put thought and effort into your course work. Please be on time and attentive during class as coming in late and talking during class are disruptive to other students. Cell phones should be turned off other than in emergency situations. If you are using your laptop, be sure that it is only to take notes; doing other activities on your laptop is disrespectful to me and distracting to your fellow students. Speak up! I encourage healthy debate in our discussions but you must also be respectful. Discrimination or disrespectful behaviour on any basis (e.g., sex, mental health status, ethnicity, sexual orientation, cognitive or physical ability, class, religion, value system, etc.), will not be tolerated. Mental health issues affect 1 in 5 people; therefore, there will be people in the class who have been diagnosed with a psychological disorder or are close to someone who has. Please be empathic, respectful, and considerate when you ask questions or make comments.

Personal Concerns:

Sometimes when students take a course like Abnormal Psychology they get what is referred to as "intern's syndrome". You may see yourself in some of the case studies presented or in the symptoms described and you are likely to know someone with these difficulties (or you may think you do!). Please remember that there are sources of assistance should you need them.

On-Campus Resources:

1. [Counselling Services](#) has a variety of programs; by phone x. 53244.
2. [Student Support Network](#) is available in Raithby House: by phone x. 55002.

Community Resources:

1. [Canadian Mental Health Association](#)
[Waterloo Wellington Dufferin Branch](#)
*** "Here 24/7" intake system 1-844-437-3247 (call anytime to access addictions, mental health, and crisis services)
147 Delhi St (Head Office), Guelph, ON N1E 4J3, Phone: 519-821-6139
2. [Torchligh](#): Local distress line in Guelph providing free, confidential service, available 24 hours a day, 7 days a week
Crisis Line: 1-877-822-0140 or 519-821-0140
Distress Line: 1-888-821-3760 or 519-821-3760
3. [Kids Help Phone](#): 1-800-668-6868 (free, confidential service, available 24 hours a day, 7 days a week for individuals under 20 years)
4. [Canadian Psychological Association](#)
["Psychology Works"](#) Fact Sheets

General Notes Regarding Written Assignments:

For both the Reflection Papers and Media Critiques, the content AND writing quality/style will be graded. Generally, the marker will consider the following characteristics:

- Depth of analysis (*e.g., engagement in the material at a deep or superficial level?*)
- Logic/coherence (*e.g., how well are all relevant aspects of the assignment addressed?*)
- Completeness and organization (*e.g., are all key aspects included? Is it well-organized?*)
- Spelling/punctuation (*e.g., are spelling and punctuation errors present? Typos?*)
- Fluency/grammar (*e.g., is the writing easy to follow? Are verb tenses consistent?*)

The following pages describe the written assignments in more detail including general instructions, TA contacts, and detailed marking guides. Please read this information carefully before contacting the designated TA with questions. If you email the instructor about these assignments, your email will be forwarded to the designated TA (this is to keep responses to your questions as consistent as possible).

WRITTEN ASSIGNMENT: REFLECTION PAPERS (TA Contact: Jasmine Mahdy)

Throughout the semester, you are expected to write brief reflection papers which require you to take the perspectives of various individuals. In the weekly schedule, the topics for which you are asked to complete a reflection paper are marked with an asterisk [i.e., 1) sexual dysfunctions, paraphilic disorders, gender dysphoria; 2) anxiety, trauma-related and obsessive-compulsive disorders; 3) mood disorders and suicide; 4) schizophrenia and other psychotic disorders; 5) eating and sleep-wake disorders]. Note: You are not expected to divulge any personal mental health information in these reflection papers. Rather, the idea is to get you to empathize with individuals who have faced these challenges, their families and friends.

Submission: You are asked to submit all 5 reflection papers by their respective due dates and times. For each reflection paper that you submit on time, you will receive 2% toward your final mark (up to 10% of your final grade). Although you are expected to submit all 5 papers, only 2 out of the 5 will also be formally marked and each will be worth an additional 5% of your final grade: Anxiety, trauma-related and obsessive-compulsive disorders and Schizophrenia and other psychotic disorders. You will submit each reflection paper on Courselink under the Dropbox section. There is a Dropbox folder for each reflection paper.

Format: ~500 words. Written in prose (i.e., complete, grammatically correct, and polished sentences). In each reflection paper you need to address at least 3 of the following 4 questions for the specified topic:

- 1) What do you think would be most difficult for individuals who experience one of these disorders?
- 2) What do you think would be most difficult for their families and/or friends?
- 3) What do you think is the most damaging stereotype or misunderstanding of these types of disorders commonly held by the public?
- 4) After reading the chapter, what do you really want to know (i.e., “burning questions”) about this topic?

Note: In answering these questions, you will likely need to be specific as to whether you are referring to the disorders as a group or to a particular disorder. You may find that you are able to explore these issues in greater depth if you choose a particular disorder.

Direct ANY questions about this assignment to Jasmine Mahdy (jmahdy@uoguelph.ca).

Marking Guide: Marked Reflections (out of 18 marks each)

- Paper addresses at least 3 of the specified questions **(/3 marks)**
- For each question, the content clearly demonstrates the student's engagement with the material and depth of consideration (e.g., an ability to adopt another frame of reference from one's own in describing various perspectives of individuals involved) **(/9 marks)**
- Paper adheres to the length guidelines (i.e., between 350 and 650 words) **(/1 mark)**
- Paper is well-written (e.g., free from grammatical errors, typos), well organized, coherent. **(/2 marks)**

WRITTEN ASSIGNMENT: MEDIA ANALYSIS (TA Contact: Heather McLean)

How does the media present issues related to mental health and mental health disorders? The purpose of this two part assignment is to reflect on how mental health and related scientific results/theories/issues are presented in the popular media. First you are to choose a recent news article from the list provided on Courselink under "Main Documents".

Media Analysis: Draft Version (5%; out of 24 marks)

This initial version of the media analysis is designed to make sure you identify appropriate textbook material as well as receive feedback on APA formatting and your initial critique/analysis of the article's content.

Format, Checklist for Submission, and Mark Allocation:

1. Document containing an APA style title page (including name, student number and title of assignment) **(/1 mark)**
2. The body of this document should also include your **point form** response to the following issues:
 - A. Provide a 3-5 point summary of the media article. You must use appropriate APA citations for the article **(/5 marks)**
 - B. Indicate what chapter and section of the textbook is/are relevant and why. You must provide an APA formatted citation for the textbook **(/2 marks)**
 - C. List a minimum of 3-5 points analyzing the article (see analysis section 3 below in the final version marking guide for ideas of what to look for – note that both critical/constructive and positive points can be contained in your analysis). This is in point form but must contain sufficient detail so that the markers can understand the basis of each of your points. **(/13 marks)**
 - D. Reference list for all sources cited including the media article and the textbook (note: you don't need any other references/sources but if you include anything, it must be cited and referenced appropriately). The reference list must be in APA 6th edition style. **(/3 marks)**

Media Analysis: Final Version (10%; out of 50 marks)

You will write a polished paper (4-5 pages, double spaced; not including title page or reference list) which analyzes the media piece in terms of what you know about abnormal psychology directly using (and appropriately citing/referencing) the related section(s) of the textbook. This final version directly builds on your draft and the feedback that you received.

Direct ANY questions about this assignment to Heather McLean (hmclean@uoguelph.ca).

Final Media Analysis Full Marking Guide (/50 marks)

Section 1: Brief Summary of the Media Article (Approximately 0.5-1 page) /8

- Clear and concise discussion of the article and how it's related to mental health/abnormal psychology
- Appropriate level of detail (e.g., should summarize the relevant aspects of the article, not reproduce the original article)

Section 2: Brief Summary of the Relevant Textbook Material (Approx. 0.5-1 page) /6

- Indicate relevant/related chapter(s)
- Clear, concise summary of relevant textbook material as it relates to the article and why

Section 3: Analysis of Media Article: Article and Textbook (Approx. 1.5+ pages) /18

In-depth analysis of the media article with the textbook which might include:

- Identification of who would be affected by reading the article, by it being published, or both and why
- Discussion of what a "layperson" might understand or take away from the information in the media article. What might be confusing for a layperson?
- Thorough discussion of the accuracy of the mental health issue(s) and comparison with material presented within the textbook (e.g., whether it confirmed or contradicted the textbook). Did it appear to be based solely on opinion? Was there evidence of bias? Consider the implications for readers
- Discussion of the appropriateness of the language and wording used in the article and how it might influence readers
- Discussion of possible implications the article may have on mental health care
- Consideration of issues/implications beyond the examples above

Section 4: Personal Reaction to the article (Approx. 0.5 page) /4

- Summarize your reaction to reading the article. Were you surprised by anything? Did you learn something? Did you have a strong emotional reaction? Etc.
- Briefly discuss how the article fits with your personal perspective(s) on the issue
- [Note that this section can be written in first person]

Overall Organization, Style and Effort /14

- Adheres to page limits (4-5 pages double spaced, excluding title page, references)
- Paper includes APA style title page
- Body of paper is written according to [APA 6th Edition Style Guidelines](#), including proper in text APA citations when referring to article, textbook and any other outside sources
- Assignment is well-organized, well-written and free of spelling and grammar errors. Writing also demonstrates style and academic independence (i.e., not a point to point reproduction of assignment description/marketing guide)
- Media article, textbook and any other outside sources are properly referenced
- Assignment incorporated feedback from the draft assignment