

# PSYC\*2020, Course Outline: Winter 2019

## 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:** Winter 2019

**Class Schedule and Location:** Tuesday/Thursday 5:30 – 6:50pm;  
Thornbrough Building, room 1200

## Instructor Information

Instructor Name: Kristel Thomassin, Ph.D., C.Psych.

Instructor Email: Kristel.Thomassin@uoguelph.ca (please put PSYC2020 in the subject line)

Office location and office hours: MacKinnon Extension #3016; Office hours by appointment

## GTA Information

GTA Name: Ari Shortt

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GTA Name: Katie Cherry

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GTA Name: Sarah Boyle

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GTA Name: Emily Weinberger

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GTA office location and office hours: By appointment.

## 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
1	1/8	Overview of Syllabus and Course	
	1/10	Abnormal Behaviour in Historical Context	Ch. 1
2	1/15	Integrative Approach to Psychopathology	Ch. 2
	1/17	Clinical Assessment and Diagnosis	Ch. 3
3	1/22	Diversity in Psychology	
	1/24	Class activity on case vignette	Ch. 3
4	1/29	<b>EXAM I (chapters 1-3)</b>	
	1/31	Anxiety, Trauma-Related and Obsessive-Compulsive Disorders	Ch. 5
5	2/5	Panic and OCD	Ch. 5
	2/7	Trauma and Posttraumatic Stress Disorder	Ch. 5
6	2/12	Eating and Sleep-Wake Disorders (Pp. 254-277)	Ch. 8
	2/14	<b>EXAM II (chapters 5, 8)</b>	
7		<b>READING WEEK</b>	
8	2/26	Panel: Professions in psychology	
	2/28	Mood Disorders and Suicide	Ch. 7
9	3/5	Bipolar Disorders	Ch. 7
	3/7	Personality Disorders	Ch. 12
10	3/12	Feedback on case vignette from Exam I	
	3/14	<b>EXAM III (chapters 7, 12)</b>	
11	3/19	Health Psychology	Ch. 9
	3/21	Ethical and Legal Issues	Ch. 16
12	3/26	Schizophrenia and Other Psychotic Disorders	Ch. 13
	3/28	Neurodevelopmental Disorders	Ch. 14
13	4/2	<b>Self-reflection assignment (to be completed in class)</b>	

	4/4	Catch up day	
	4/8	<b>FINAL EXAM; 8:30am – 10:30am (chapters 9, 13-14, 16)</b>	

\*\*There can be shifts in the schedule, depending on the pace of the course and availability of guest speakers.

### Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Exam I	January 29 <sup>th</sup>	28%*	1-7
Exam II	February 14 <sup>th</sup>	28%*	1-4, 6-7
Exam III	March 14 <sup>th</sup>	28%*	1-4, 6-7
Self-reflection	April 2 <sup>nd</sup> (completed in class)	16%	1-7
Final Exam	April 8 <sup>th</sup> 8:30am	28%*	1-4, 6-7

\*Note: lowest exam score will be dropped

### Additional Notes (if required):

The course structure and content is inspired by a Universal Design for Learning (UDL) framework. I have found this approach to be effective and sensitive to the various backgrounds and learning styles of students. Below are some additional details about the principles of UDL as they apply to this course:

1. Multiple means of engagement. Lectures will incorporate various ways of engaging students including class discussions, group activities, guest speakers, videos, practice questions, and real life case examples. Questions and discussion are encouraged during lectures. Online supports are available via MindTap, which is an online interactive platform that goes with the textbook.
2. Multiple means of representation. Lectures will include different modes of presenting information including lectures, videos, and graphics. I use power point regularly and will do my best to post PDFs of the slides prior to class. To present concepts and information, I refer to relevant statistics, content from the text, and case examples from my own clinical work.
3. Multiple means of action and expression. This principle is based on the notion that students vary in their preferred mode of expressing what they have learned. Therefore, the exams in this course contain a range of question types including multiple choice, matching, and written parts (e.g., short and long answer questions on a clinical case). Exams will test your knowledge and also your ability to integrate and apply that knowledge. Students vary in the type of content they find “easy” versus “hard” to learn, and students may experience various stressors (e.g., demands from other courses) and hardships (e.g., illness) throughout the semester that can adversely impact their performance on exams. Therefore, there are 3 in-class exams and one final exam in this course, but only your top 3 scores will be used to

calculate your final mark (with each exam weighing 28% of your final mark). In other words, your lowest exam score will be dropped. The final exam is not cumulative. Based on the UDL framework, in-class exams are designed to be completed in 45 minutes. Therefore, if students require additional time (e.g., 1 ½ time), they will be able to complete the exam during the allotted class time. However, if other accommodations are needed such as double time, quiet space, access to a computer, then please make the necessary arrangements with Student Accessibility Services.

Another evaluation method in this course is the self-reflection assignment, which is to be completed in class on April 2<sup>nd</sup>. To accommodate varied processing styles and speeds, thought-provoking questions will be provided to you ahead of time as examples of topics you can consider writing about for the self-reflection. You are allowed to prepare your reflection ahead of time. You will be asked to submit your reflection by the end of class on the 2<sup>nd</sup> either online via Courselink or via hardcopy. During this class, I will serve as a moderator, guiding the class as a whole through self-reflection, which I hope you will use to your benefit as you write your reflection. It is thus strongly encouraged that you attend this lecture. If you miss this lecture, you will miss the class-wide discussion and processing of the course.

Finally, I employ other methods of assessing learning during lectures such as practice questions and class discussions. Even though these are not for marks, these activities reflect general learning that has occurred in the class as a whole.

\*A note on exam content (including the final exam): Exam 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. All exams are closed-book.

**Final examination date and time:** April 8<sup>th</sup>, 2019; 8:30 – 10:30.

**Final exam weighting:** 28%

**Missed Exams:** If you miss an exam, this exam will be automatically dropped as your lowest exam mark. If you want to drop your final exam mark ahead of time, you will be asked to provide this request in writing. Students with documented absences for the final exam will have an opportunity to write the test during the University-wide re-write period.

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.

## **Course Resources**

### **Required Texts:**

Abnormal Psychology: An Integrative Approach (5<sup>th</sup> Canadian edition) by David H. Barlow, V. Mark Durand, Stefan Hofmann, and Martin L. Lalumière.

Three copies of the text will be available on Reserve at the Library.

### **Recommended Texts:**

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders DSM-5*. Arlington, VA: American Psychiatric Publishing.

## **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. The self-reflection is meant to be completed in class. If you do not turn in your class assignment during class on April 2<sup>nd</sup>, 10% will be deducted immediately and then for each 24 hours past the due date (this includes weekends). After 5 days, you will be assigned a 0% for this assignment. Please consider this policy as you develop a plan for completing the work in this course.

[Undergraduate Grading Procedures](#)

### **Course Policy on Group Work:**

All exams are closed-book and to be completed independently. The self-reflection is also completed independently, but may be inspired by discussion we will have as a group.

### **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](#)

### **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. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [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 Friday, March 8<sup>th</sup>. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). [Current Undergraduate Calendar](#)