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| Psychology 385-01                           | Abnormal Psychology                       | Spring 2014 |
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| <b>Instructor:</b> Carly McMorris           | <b>Lecture Location:</b> PF 128           |             |
| <b>Phone:</b> 403-220-8970                  | <b>Lecture Days/Time:</b> MWF 2:30-4:20pm |             |
| <b>Email:</b> camcmorr@yorku.ca             |   |             |
| <b>Office:</b> A155A                        |   |             |
| <b>Office Hours:</b> Wednesdays 1:00-2:00pm |   |             |

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### Course Description and Goals

This course is designed to provide a comprehensive introduction to the nature and symptoms (what the disorder looks like), etiology (what causes these disorders), diagnostic assessment (how we classify disorders), and treatment of psychopathology (how we intervene) throughout the lifespan. It reviews the history of psychopathology, and theoretical conceptualizations. It will also cover the current classifications of major psychological disorders, including anxiety, depression, schizophrenia, personality disorders, eating disorders, and substance use disorders. Lastly, psychopathology will be discussed within a bio-psycho-social framework and will review the social implications, or the effects that disorders have on the individual, their family, and society. By the end of this course, students will be able to discuss the characteristic symptoms of each major mental disorder, as well as related psychological theories, research findings, and treatment strategies. Class exercises, videos, and guest speakers will be incorporated into the lectures.

### Prerequisites

PSYC 200 and 201 – Principles of Psychology I & II or Psychology 205 – Principles of Psychology

### Required Text

Durand, V. M., & Barlow, D. H., (2013). *Essentials of Psychology, 6<sup>th</sup> Edition*. Wadsworth, Cengage Learning Publishing. Available at the University of Calgary Bookstore

### Desire2Learn

Students are responsible for checking <https://d2l.ucalgary.ca> to obtain information pertaining to lectures, tests, and assignments. Powerpoint slides containing an outline of lecture material will be posted on Desire2Learn the day before each lecture. Students are encouraged to print slides prior to each class and use them as a base from which to understand and follow lecture material. Exam and assignment grades will also be posted through Desire2Learn.

## Evaluation

Students will be evaluated on the basis of 2 *non-cumulative* exams, an oral class presentation, in-class participation, and presentation feedback. Exams will be the final grade of the course will be based on the following items weighted as indicated:

|  |       |   |
|--|-------|---|
| <b>Exam 1</b>                              | (35%) | <b>June 4<sup>th</sup>, 2014</b>  |
| <b>Presentation</b>                        | (20%) | TBD   |
| <b>Participation/Presentation Feedback</b> | (10%) | Throughout Term   |
| <b>Exam 2</b>                              | (35%) | During Exam Period: June 27-28 & 30 <sup>th</sup> , 2014<br>Date TBD By Registrar |

## Exams

There will be **2 non-cumulative exams** in this class (70% of course grade). Exams will consist of multiple choice and short answer questions. **Exam 1** will cover material from **Chapters 1, 2, 3, 4, 5, and 6**, and **Exam 2** will cover material from **Chapters 8, 9, 10, 11, 12, and 13**. Exam questions will be drawn from lecture material, in-class exercises, student presentations, videos, and assigned textbook readings. Exams if missed, *can only be made up* with a Physician/Counsellor Statement, otherwise a grade of 0 will be assigned for that exam. Students *must contact* the course instructor (via email) as soon as they know they will miss the exam or within 48 hours of the exam. Typically the make-up must be completed within 1 week.

## In-Class Group Presentation

The purpose of this presentation is to help students develop a more in-depth understanding of the recent revisions to the Diagnostic and Statistical Manual (DSM), the manual used to guide the diagnosis and assessment of individuals with a mental health disorder. In groups of 4, students will choose a presentation date and diagnostic category (e.g., Eating Disorders, Mood Disorders) to complete an in-class 20-minute presentation, followed by a 10-minute question and answer period. Student's presentations will need to outline and describe the changes to the assigned diagnostic category from the DSM-IV-TR and DSM-5. **Groups, presentation dates, and diagnostic category will be determined on May 21<sup>st</sup>, 2014. If students are absent from this lecture, students will be assigned to a specific group, date and diagnostic category.** A full description of the assignment will be discussed in class on May 16<sup>th</sup>, 2014 and posted on Desire2Learn.

## Class Participation and Presentation Feedback

Throughout the term, students will have the opportunity to participate in in-class debates, discussions, and exercises designed to consolidate and apply knowledge learned in lecture and textbook readings. Students are required to partake in these exercises to receive participation marks towards their final grade (5%). Additionally, students will be asked to provide in-class written feedback on each presentation (8 presentations in total) to receive 5% towards their final grade.

## **Department of Psychology Grade Distribution Policy**

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1)

up to 30% of grades in 200- and 300-level psychology courses will be “A” grades (A+, A, and A-), and 2) up to 40% of grades in 400-level psychology courses will be “A” grades.

### Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student’s thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

**F grade: *Course standards not met.*** Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

### Grading Scale

|    |         |    |        |    |        |    |        |
|----|---------|----|--------|----|--------|----|--------|
| A+ | 96-100% | B+ | 80-84% | C+ | 67-71% | D+ | 54-58% |
| A  | 90-95%  | B  | 76-79% | C  | 63-66% | D  | 50-53% |
| A- | 85-89%  | B- | 72-75% | C- | 59-62% | F  | 0-49%  |

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

## Tentative Lecture Schedule

Ideally in table format with date of class, topics to be covered, and chapters/readings to be read. Due dates for tests/exams and assignments should be included in this schedule as well.

| Date      | Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)  |
|-----------|--|
| W May 14  | <b>Spring Term Lecture begins.</b><br>Abnormal Behavior in Historical Context: <i>Chapter 1</i>  |
| F May 16  | Abnormal Behavior in Historical Context: <i>Chapter 1</i><br>An Integrative Approach to Understanding Psychopathology; <i>Chapter 2 (only pgs 31-56)</i><br>Review of In-Class Presentation  |
| M May 19  | Victoria Day, University Closed. <b>NO LECTURE</b>   |
| W May 21  | <b>Last day to add/drop or swap spring courses.</b><br>An Integrative Approach to Understanding Psychopathology; <i>Chapter 2 (only pgs 31-56)</i><br>Diagnosing Psychological Disorders; <i>Chapter 3 (only pgs 69-90)</i><br><b>** Selecting group, presentation date, and diagnostic category**</b> |
| F May 23  | <b>Fee Deadline.</b><br>Diagnosing Psychological Disorders; <i>Chapter 3 (only pgs 69-90)</i><br>Anxiety Disorders; <i>Chapter 4</i>   |
| M May 26  | Anxiety Disorders; <i>Chapter 4</i><br>Somatoform & Dissociative Disorders; <i>Chapter 5</i>   |
| W May 28  | Somatoform & Dissociative Disorders; <i>Chapter 5</i><br>Mood Disorders & Suicide; <i>Chapter 6</i>  |
| F May 30  | Mood Disorders & Suicide; <i>Chapter 6</i><br><b>Presentation 1 (Anxiety Disorders) &amp; Presentation 2 (Somatoform &amp; Dissociative Disorders)</b>   |
| M June 2  | Mood Disorders & Suicide; <i>Chapter 6</i><br><b>Presentation 3 (Mood Disorders)</b>   |
| W June 4  | <b>EXAM 1 (35%) – Chapters 1, 2, 3, 4, 5, 6, Lecture Material &amp; Class Presentations</b>  |
| F June 6  | Eating Disorders; <i>Chapter 8 (only pages 285-304)</i>  |
| M June 9  | Eating Disorders; <i>Chapter 8 (only pages 285-304)</i><br>Sexual and Gender Identity Disorders; <i>Chapter 9</i>  |
| W June 11 | Sexual and Gender Identity Disorders; <i>Chapter 9</i><br>Substance Related Disorders; <i>Chapter 10</i>   |
| F June 13 | Substance Related Disorders; <i>Chapter 10</i><br><b>Presentation 4 (Eating Disorders) &amp; Presentation 5 (Sexual and Gender Identity Disorders)</b>   |
| M June 16 | Personality Disorders; <i>Chapter 11</i>   |
| W June 18 | Personality Disorders; <i>Chapter 11</i><br>Schizophrenia; <i>Chapter 12</i>   |

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|--------------------|--|
| F June 20          | Schizophrenia; <i>Chapter 12</i><br><b>Presentation 6 (Personality Disorders) &amp; Presentation 7 (Schizophrenia)</b>   |
| M June 23          | Childhood Disorders; <i>Chapter 13 (only pgs 485-511)</i>  |
| W June 25          | Developmental Psychopathology; <i>Chapter 13 (only pgs 485-511)</i><br><b>Presentation 8 (Childhood Disorders)</b>   |
| R June 26          | <b>Spring Term Lectures End. Last day to withdraw from full session Spring Term courses.</b>   |
| June 27-28<br>& 30 | <b>Final exam dates for full session Spring Term courses.</b><br><b>EXAM 2 (35%) – Chapters 8, 9, 10, 11, 12, 13, Lecture Material, &amp; Class Presentations</b><br><b>– DATE TBD</b> |

### Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Course Credits for Research Participation (Max 2% of final grade)**

Students in most psychology courses are eligible to participate in departmentally approved research and earn credits toward their final grades. **A maximum of two (2) credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **June 26<sup>th</sup>, 2014 (Spring)**.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>  
Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Union Faculty Rep.:** Phone: 403-220-3913 [socialscirep@su.ucalgary.ca](mailto:socialscirep@su.ucalgary.ca)

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.  
Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** and the last day for registration/change of registration is **May 21, 2014**. The last day to withdraw from this course is **June 26, 2014**.