

Instructor:	Dr. Mitchell Colp	Lecture Location:	ES 054
Email:	smcolp@ucalgary.ca	Lecture Days/Time:	TR 12:00 – 14:45
Office:	Off-Site		
Office Hours:	By Appointment Only		

Course Description

This course will provide an overview of human psychopathology and address historical perspectives, classification and diagnostic systems, and contemporary approaches to treatment. Mental health topics that relate to anxiety and mood, somatoform, schizophrenia and psychotic, personality, and neurodevelopmental disorders will be described in detail.

The format of classes will be primarily lecture and discussion based. It may also be the case that guest speakers and video presentations are incorporated into the course structure. A student who successfully completes this course will gain an understanding of various mental health disorders, their historical roots, classification and diagnostic considerations, and evidence-based treatment modalities. While the course text offers an excellent basis for understanding the course materials, students are strongly encouraged to attend class and participate in discussion to maximize their learning outcomes.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Convey key concepts and theoretical approaches in several areas of abnormal psychology.	1	I
Describe biological, psychological, and social foundations of typical and atypical behaviour and mental processes.	1	I
Assess and critically evaluate information, ideas, and assumptions related to current understandings of abnormal psychology from a variety of perspectives.	2	I
Identify ethical issues and ramifications of theories and social policy with respect to how abnormal behavior is defined and treated.	6	I
Operate as an informed consumer of research pertaining to abnormal psychology and current mechanisms of treatment delivery.	5	I
Identify historical trends, recent advances, and the limits of psychological knowledge with respect to the study of abnormal psychology.	1	I

Note. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

- PSYC 200 – Principles of Psychology I
- PSYC 201 – Principles of Psychology II

Required Text

Dozois, D. (2014). *Abnormal psychology: Perspectives (DSM-5 update edition)*. Don Mills, ON: Pearson.

The text has been ordered through the University of Calgary bookstore. Please note that with recent changes to the diagnosis of mental disorders, you are strongly encouraged to get the latest edition of the text, the "DSM-5 Updated edition". Older editions while still available from some sources will not provide the integration of material that the new edition will provide.

Evaluation

This course will utilize **three multiple-choice examinations** and **one reflection paper** in the evaluation of student performance.

Multiple-Choice Examinations: Students will complete three multiple-choice examinations through the course of this class.

- **Examination #1** (July 18, 2017): The exam will cover the first four weeks of lecture and constitute 30% of the final grade. The exam will be 75 minutes in length and cover textbook readings, lecture material, audio-video displays, and readings as assigned or covered in class.
- **Examination #2** (August 8, 2017): The exam will be non-cumulative and cover material to date since Examination #1. The exam will account for 30% of the final grade. The exam will be 75 minutes in length and cover textbook readings, lecture material, audio-video displays, and readings as assigned or covered in class.
- **Examination #3** (To Be Scheduled by Registrar): The exam will be non-cumulative and cover material to date since Examination #2. The exam will account for 30% of the final grade. The exam will be 75 minutes in length and cover textbook readings, lecture material, audio-video displays, and readings as assigned or covered in class.

Reflection Paper: Students will be asked to compare and contrast two mental health disorders of their choosing that were discussed within the course. Students should articulate two ways in these disorders are similar and different in etiology, prevalence, symptomology, functional impairment, and/or modality of treatment. Students will submit completed responses to the instructor by uploading them to Dropbox before 11:59pm on August 16th. The reflection paper will account for 10% of the final grade. Submitted responses should be approximately 500 words and follow APA 6th Edition guidelines for general style and referencing. Submissions will be evaluated using the rubric included in **Appendix A**.

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 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%

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
July 4	Introduction to Abnormal Psychology: Dozois – Chapters 1-2
July 6	Assessment, Classification, Diagnosis, and Research Methods: Dozois – Chapters 3-4
July 11	Anxiety Disorders: Dozois – Chapter 5
July 13	Mood Disorders and Suicide: Dozois – Chapter 8
July 18	Examination #1 and Special Topic Presentation
July 20	Schizophrenia: Dozois – Chapter 9
July 25	Eating Disorders: Dozois – Chapter 8

July 27	Substance-Related Disorders: Dozois – Chapter 11
August 1	Personality Disorders: Dozois – Chapter 12
August 3	Examination #2 and Special Topic Presentation
August 8	Developmental Disorders: Dozois – Chapter 14
August 10	Childhood and Adolescence Disorders: Dozois – Chapter 15
August 15	Treatment and Prevention: Dozois – Chapters 17-18
August 16	Reflection Paper Due
August 18-21	Final exam dates for full session Summer Term courses Examination #3 – To Be Scheduled by Registrar

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 unfavorable 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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit: www.ucalgary.ca/access/

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at: http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

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 An Examination

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 up to 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 during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-review-and-makeup-exams>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 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 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 **August 16, 2017**.

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>

Appendix A

Criteria for Assessment of Reflection Paper

Area of Evaluation	Needs work (Fail)	Limited (Fail)	Proficient (pass)	Highly proficient (pass)	Score
Background Information	Missing identification of mental health topic and absent reference to research (0-3 marks)	Poor Identification of mental health topics area and omitting research (4-6 marks)	Identification of mental health topics area and omitting relevant research (7-8 marks)	Clear identification of mental health topics area and relevant research cited (9-10 marks)	/10
Reflection	Lacks reflection and depth. (0-3 marks)	Shows limited reflection and depth. (4-6 marks)	Shows evidence of reasoned reflection. (7-8 marks)	Shows strong evidence of reasoned reflection and depth. (9-10 marks)	/20
Style	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous. (0-3 marks)	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing. (4-6 marks)	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective. (7-8 marks)	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. (9-10 marks)	/10
Mechanics	Contains many mechanical errors or a few important errors that block the reader's understanding and ability to see connections b/w thoughts. (0-3 marks)	Contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. (4-6 marks)	May contain a few errors, which do not impede understanding. (7-8 marks)	Almost entirely free of spelling, punctuation, and grammatical errors. (9-10 marks)	/10
Total Score					/50