COURSE INTENT:

An attempt is made to evaluate critically the models and research findings that relate to categories of various important kinds of psychological pathology (as outlined in the DSM-IV Handbook). The course looks at historical and contemporary attempts to account for causes and treatments of these disorders. We will examine neurotic, psychotic, and personality disorders, as well as developmental and neurological problems. Also, gender identity problems, anxiety conditions, eating disorders and learned (phobias, substance abuse, cultural deprivation, etc.) patterns of abnormal behaviour will be studied. Medical/biological, psychological, and social/cultural perspectives will be addressed here; multi-facetted causes will be considered for each disorder. The complexity of human beings will be discussed at length in this course. Both scientific and more humanistic approaches will help explore abnormal thinking, behavior, and experience.

The main purpose of the course is to present an array of psychological/biological disorders and to gain an understanding of what can go wrong in the human being and how interventions can improve the lot of these people; anecdotally, even the so-called “benefits” of certain disorders will be touched upon. Up-to-date findings will be brought to bare wherever possible, since our notions of the causation of pathology often change radically, in light of new scientific findings from state-of-the-art methods of research.

Lectures and readings will help provide background and theory related to these topics. Weekly seminars will focus on the more practical application of the course material to the real world. For instance, students will present on the "observables" of a disorder, main features, and modes of treatment and support. Case studies will be utilized whenever possible by the lecturer, and theory will be delved into. The main textbook (Dozois & Firestone, 2010) will be used for the two
exams, for preparation of handouts, and for the group presentations.

REQUIRED READING:


COURSE REQUIREMENTS:

*PLEASE NOTE! FRIDAY, FEBRUARY 21, 2012 – LAST DAY TO DROP A WINTER TERM COURSE WITHOUT RECEIVING A GRADE

(A) Mid-term Exam: A multiple-choice exam on the text (Dozois & Firestone chapters 5, 8, & 14) – 25%

(B) Final Exam: A multiple-choice exam on (Dozois & Firestone’s chapters 9 & 12 and all of the lectures) – 25%

(C) 1. Presentation & Small Hand-Out: From at least 5 sources (books, articles, etc.). References and studies are listed here too. A group-prepared handout (for all students): under 3 pages (single-spaced) typed on your topic (i.e., on the one presented in class). Due: Day of presentation.

2. Seminar Presentation: - 25%
A ‘group’ presentation on one disorder (to be selected from the list) and one PROVEN TREATMENT (the best). The presentation should be done by the group (of 3 or more) and should be 40-minutes in length. Large print Power Point is encouraged. Only 2 or 3 speakers will present each day (pick best speakers!) Videotape, audiotape, role playing etc. may be used here. Group discussion is very important too. No one will read their presentations (or rush through). Role play the treatments! The presenters will prepare a hand-out, posters, and/or large print doc. camera to illustrate concepts more effectively. Again, only one effective mode of therapy will be ACTED OUT or described clearly in detail. Be concise and informative (NO LAUNDRY LISTS!)

(D) ATTENDANCE – 12.5%
Students must come to seminars and engage in active and congenial participation. Attendance at lectures is crucial!

(E) PARTICIPATION – 12.5%
You will be evaluated on your contribution to the group presentation, as well; submit a detailed breakdown of ‘who did what’. Do not plan vacations near exams times!

N.B. LAPTOPS ARE FOR LECTURE NOTES ONLY – NOT FOR SURFING THE WEB (FACEBOOK) etc. Abuse will result in a FAILURE GRADE here!!

N.B. READING WEEK IS FEBRUARY 20-24, 2012
Marking/Weightings
(a) Mid-term Exam 25%
(b) Oral Presentation & Hand-out 25%
(c) Attendance 12.5%
(d) Participation 12.5%
(e) Final Exam 25%

There will be no “make-up” test unless the request is accompanied by an “Attending Physician’s Statement” (available from the Registrar’s Office). If you are ill, the teaching assistant must be contacted within 48 hours of the test. Therefore, if you do become ill at any point in the term, it is wise to obtain a statement to that effect from your physician. The “make-up” test may consist of essay questions or APA style paper, and will only be administered following the Final exam. You will need a DEF form!

N.B. The two 40-minute group Presentation Seminars may be held after the break.

SEMINAR TOPICS (To Be Given To Students) *

GROUP PRESENTATIONS:

Week #4 Neurosis (Obsessive Compulsive, Depression, or Anxiety, etc.).
Week #5 Psychosis (Schizophrenia, Manic Depressive Disorder, Paranoia, or Autism, etc.).
Week #6 Personality Disorders (Anti-social) Psychopathic, Multiple (D.I.D.) Personality, Histrionic, Dependent, or Borderline, etc.).
Week #7 Gender Identity and Sexual Issues (Transvestism, Transsexuality, Bisexuality, etc.) Sado-Masochism, or Extra Y chromosome, etc.).
Week #8 Eating Disorders (Anorexia Nervosa, Bulimia, or obesity, etc.).
Week #9 Learned Problems (phobias, or Stress Disaster and P.T.S.D., or A.S.D.).
Week #10 Gangs (or Terrorists) “the psychology of fear”
Week #11 Brain-Related (organic) Disorders (Strokes, Epilepsy, Parkinson’s, Alzheimer's, or aneurysms.
Week #12 Viral Disorders CFS/EBV, CJV ("Mad Cow"), or VD/Syphilis, etc.

* N.B. The students will choose one topic only and one therapy mode.
Week # 1  INTRODUCTION
(Normal and Abnormal) Evolutionary Roots – animal models
Film: Nova: "Embryology: The Fetus" and “Monkey’s TOM”
Theory of Mind and Primates

Week #2
- Developmental Problems – “What Can Go Wrong”
- Dyslexia Film: "Two Brains" (Nova)
- Learning Disability/ELBW preemies
- Films: “20/20” (on AD/HD)
- Autism/P.D.D.
- Fetal Alcohol Syndrome, FAE, Film: “Crack Babies” & “Bipolar Child”
- Genetic Disorders

Week #3
Family-related problems (bonding etc.)
- attachment problems (APD)
- family child rearing patterns
  Films: “Attachment Therapy”
  “Romanian Orphans”

Week #4
Neuroses - Ego Defenses Overworked (Freud & Jung)
- Obsessive Compulsive Disorder
- Depressive Disorders
- Reactions (anxiety)
- Hysteria
  Film: “Freud vs. Hitler”, “Singer”.

Week #5
Psychoses
- Schizophrenia
- Paranoia
- Manic Depression (Film: Nova: "Violent Mind", A&E: “Brian Wilson”)
- Autism

Week #6
Personality Disorder
- Films: "Satanism in Lethbridge", Psychopaths" & “Dr. Ross”.
- Psychopathic/Anti-social personality
- Criminal/Explosive
- Borderline/Dependent
- Multiple Personality Disorder

Week #7
Gender Identity and Sexual Problems
- Testosterone theory
- Transvestism
- Transexism
  Films: Nova: "Two Brains" & 20/20: “Sex Differences”
Week #8  Eating Disorders

Week #9  Learned Problems
- Classically-conditioned phobias
- Operantly-conditioned behavioural problems
- Stress / PTSD
- Films: “Shake Hands with the Devil”, “Romeo Dallaire” & “9/11”

Week #10  Terror – terrorists/gangs
- Violence, Child Abuse, Aggression
- Substance Abuse
- Social problems (gangs, etc.)
- Films: “Gangs of New York City”, “Insurgency” & “Toronto 18”

Week #11  Brain Related Disorders - Epilepsy
- Tourette’s Syndrome
- Stroke/Aneurysms
- Parkinson’s
- Oliver Sack’s findings
- Films: “Tourettes”, “Alzheimers”, “Michael J. Fox”, & “Joy Division”

Week #12  Viral Disorders of the Brain
- ALS
- Parkinsons - subtype
- CFS/ME
- Encephalitis Lethargica
- Films: “Spanish Flu Epidemic” & “Awakenings”, “Mad Cow”

FINAL EXAM PERIOD

GOOD LUCK!
## Marking Criteria

### FOR STUDENT PRESENTATIONS

<table>
<thead>
<tr>
<th>PRESENTERS' NAMES</th>
<th>TOPIC</th>
<th>DATE</th>
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<tbody>
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Rate the presentation using the following 5 point scale in which 1 represents the lower limit and 5 the upper limit. Space is provided for a specific comments, notes, or questions.

<table>
<thead>
<tr>
<th>Participation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Application to Topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>Clarity of Presentation</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Pace/Time</td>
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<td>Use of aids (props, AV)</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Efforts &amp; Preparation</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>Interest Engendered</td>
<td>1</td>
<td>2</td>
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