Course Instructor/Contact:

Dr. Judy Oleniuk
416-756-6652 (24 hour confidential voicemail)
judy.oleniuk@nygh.on.ca (note: I do not use the York U email system)
I will be available after every class if you wish to speak to me individually.

Please **contact me directly** if you have any questions and **submit all papers directly to me in class** as I will not be on campus except to teach.

My correct title is **Dr. Oleniuk** (not Professor Oleniuk)

Time and Location
Thursday 2:30 – 5:30
VC114

Calendar Description /Prerequisite / Co-requisite:

A critical review of current concepts of the nature, causes and amelioration of disordered behaviour. Concepts are illustrated with selected examples of both normal and abnormal social behaviour. Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2130 3.00 or AK/HH/PSYC 3220 3.00; AK/HH/PSYC 3140 3.00 (after Winter 2002) or AS/SC/PSYC 3140 3.00 or AK/HH/PSYC 3215 3.00. Course credit exclusion: None.

Additional Requirements: TBA

Required Course Text / Readings:

There is **no** specific **text** for this class. However, students are expected to follow all of the writing guidelines of the **American Psychological Association** (with respect to **both style and content**) – see:


Be sure to use the **corrected sixth edition - Second printing**: August 2009 or later.

To determine whether a copy of the sixth edition is uncorrected, APA advises customers to check the **copyright page (unnumbered p. iv)** opposite the Table of Contents. If it is a second printing, the second paragraph will read "**Second printing**: August 2009” or later. My copy says October 2009. If it is the first printing, this information will appear on the last line, near the bottom of the page.

Students are also required to be **thoroughly familiar** with the **DSM-IV-TR Manual**:

In addition, for every lecture, specific readings will be assigned by the instructor in class – these readings will be made available to the students and must be read before the lecture.

**Weighting of Course:**

For each term, fall and winter, the course grade will be based on:
- Class participation: 10%
- Seminar presentation: 10%
- Term Paper (same topic as Seminar Presentation): 30%

**Expanded Course Description / Course Learning Objectives:**

This course will examine contemporary theories used to explain the development of personality and behaviour disorders. Students will examine how the current literature “explains” the development of “personality” and behaviour “disorders” and learn to think critically about the ideas discussed in the literature. Students will be expected to gain a comprehensive understanding of the DSM-IV-TR and to write essays according to the guidelines of the *Publication Manual of the American Psychological Association*. They are also expected to understand and apply the diathesis-stress model and specific relevant contemporary theories (e.g. cognitive theory, psychodynamic theory, attachment theory, biological theory) to the disorders they choose to study and to do a comprehensive review of the current literature as it applies to the disorders they choose. They will also learn how to do effective class presentations.

**Organization of the Course:**

**Class Format:** Lecture/ Seminar led by instructor and students.

During the first four or five weeks of each term, the instructor will lecture on important topics. Readings will be assigned for each topic and should be read before the lecture. Students are expected to come to class prepared to discuss and answer questions about the readings.

Following the lecture phase of each term, seminars will be led by students.

The Fall term lectures will focus on personality and behaviour disorders with an emphasis on DSM-IV-TR personality disorders. Fall term lecture topics are expected to include an introduction to DSM-IV-TR personality disorders, diathesis-stress models, temperament, contemporary psychoanalytic/ psychodynamic theory, cognitive theory and attachment theory. *Additions or changes will be announced in class.*

The Winter term lectures are expected to include topics such as the brain and psychological development with an emphasis on attachment and complex trauma; psychosis and schizophrenia; and, depending on availability of speakers, guest lectures on topics such as “psychopaths”.

For the Fall term, each student will be expected to do a presentation and paper on a specific personality or behaviour disorder explaining how a person develops the disorder using contemporary theories, relevant current research findings, and a diathesis-stress model.

For the Winter term presentations and papers, each student will be required to select a well-known individual who meets diagnostic criteria for a specific personality or behaviour disorder and, based on a biography or autobiography that describes the person in detail, explain the factors involved in the development of that person’s disorder using contemporary theories and relevant current research findings, and a diathesis-stress model.

Note: The disorder chosen must be different for the fall and winter terms.

After each of these presentations, the presenter is expected to engage the students in a discussion about the disorder. The presentations should not be longer than 30 minutes, including the discussion.

Detailed instructions will be provided in class for writing each of the two papers. Students will be expected to demonstrate an understanding of the lectures and assigned readings by incorporating the information from the lectures and readings into their papers. In addition to the assigned readings, students are expected to read a significant amount of the current literature (last 15 years) in preparation for their papers / presentations.

Additional Information / Notes:

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in in class. Due dates will be discussed in class.

Lateness Penalty: Assignments received later than the due date will be penalized (1% per day late unless permission has been given by the course director). Exceptions to the lateness penalty for valid reasons, such as illness, will be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

Missed Presentations: Students with a documented reason for missing a presentation, such as illness, which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor. The course director must be notified in advance of the date of the presentation in order for the student to receive accommodation (unless this is absolutely impossible). Further extensions or accommodation will require students to submit a formal petition to the Faculty.
Note: be sure to read the IMPORTANT COURSE INFORMATION section on the course website and become completely familiar with the information contained in that section.

The following information is available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- York’s Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

A very informative web link re academic integrity is:

http://www.yorku.ca/academicintegrity

For information on course sessional dates/religious holidays see:

http://www.registrar.yorku.ca/enrol/dates/index.htm

Remember that no classes or exams are scheduled during the Fall (October 8-14th) co-curricular week or winter (Feb 18-24th) reading week.

The Conversion Table for Grades is:

<table>
<thead>
<tr>
<th>From Percentage</th>
<th>To Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
</tr>
<tr>
<td>80- 89</td>
<td>A</td>
</tr>
<tr>
<td>75- 79</td>
<td>B+</td>
</tr>
<tr>
<td>70- 74</td>
<td>B</td>
</tr>
<tr>
<td>65- 69</td>
<td>C+</td>
</tr>
<tr>
<td>60- 64</td>
<td>C</td>
</tr>
<tr>
<td>55- 59</td>
<td>D+</td>
</tr>
<tr>
<td>50- 54</td>
<td>D</td>
</tr>
<tr>
<td>(Marginally below 50%)</td>
<td>Marginally failing</td>
</tr>
<tr>
<td>(Below 50%)</td>
<td>F</td>
</tr>
</tbody>
</table>

Last date to drop full year course without receiving a grade Feb. 10, 2012 – (you may want to check with the Registrar’s office to be sure)