

**PSYC 3140 (B): ABNORMAL PSYCHOLOGY**  
Faculty of Health  
Department of Psychology  
York University, Fall 2013

*Welcome to Abnormal Psychology!*

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**Office Hours** Please email your TA for an appointment.

**Class Time and Location:** Thursdays, 8:30-11:30am, Curtis Lecture Hall – F

**Prerequisite:** AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C.

**Calendar Description:**

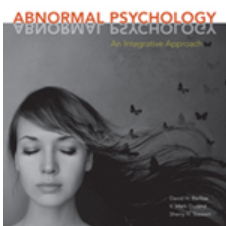
A course on the nature, causes and treatment of a number of behaviour disorders. Topics include developmental disorders, anxiety problems, personality disorders, substance abuse, affective disorders, organic brain disorders and schizophrenia.

**Course Learning Objectives:**

- To provide students with an integrative overview of the field of abnormal psychology and major psychological problems and disorders;
- To familiarize students with the multiple causes of psychopathology as understood from biological, psychological, and social perspectives;
- To discuss intervention and prevention strategies for psychological disorders;
- To help students critically evaluate issues pertaining to mental health.

**Required Textbook:**

Barlow, David H., Durand, V. M. & Stewart, Sherry H. (2012). *Abnormal Psychology: An Integrative Approach*, Third Canadian Edition. Nelson Education Ltd. Please ensure you have the appropriate version as there are earlier versions available.



## Course Website:

You will need a Passport York account to access the course website. Please check the website often as important course information will be regularly posted (<https://moodle.yorku.ca/>).

## Evaluation:

This course will consist of lectures, video material, group participation, and textbook readings. The evaluation will consist of three non-cumulative tests, class participation, and a written assignment (as detailed on next page).

|                         |     |
|-------------------------|-----|
| 1) Test 1:              | 25% |
| 2) Test 2:              | 25% |
| 3) Writing Assignment:  | 15% |
| 4) Class participation: | 10% |
| 5) Test 3*:             | 25% |

*\*Non-cumulative test in final exam period.*

## Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, etc.). Assignments and tests will have either a letter grade or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 90, B+ = 75-79, etc.) For a full description of York grading system see the York University Undergraduate Calendar.

## TESTS (Count for a total of 75%)

- Largely multiple-choice format (there may be some short answer).
- Based on assigned textbook readings, group discussions, material presented in class, and videos.
- Must be written on the scheduled dates (having multiple exams the same week is NOT considered a legitimate reason for writing a make-up test).
- Make-up test dates will be granted only on religious, medical, or compassionate grounds (e.g., death in the family) with appropriate documentation provided. *Please see the "Religious Observance Policy" and/or "Policy for Missed Tests and Examinations" sections for more information regarding protocol and documentation requirements, as well as Senate policy.*
- Tests will not be returned to students but can be viewed with your TA.
- Cheating will not be tolerated. *Please see the "Policy on Academic Honesty" section.*

## WRITTEN ASSIGNMENT (Counts for a total of 11% - Max. 5 pages)

Public perceptions about psychopathology are strongly influenced by the media, including both popular movies and the press. This assignment includes a critical evaluation of the accuracy of information presented in the media on some form of psychopathology compared to scientific literature. It will also include a discussion of how it might influence public opinion. You may choose one of the following two options:

### **Option 1: Finding Abnormal Psychology in the Movies**

- Watch a popular film that depicts some form of psychopathology in a character.
- Provide a comprehensive description of the character's disorder:
  - o Go beyond the DSM-IV criteria (e.g., What symptoms of the disorder did the person have?)
  - o What was the course of the disorder (e.g., When did it begin? When did it end?)
  - o If possible, describe the biological, psychological, and social contributors to the disorder for the individual (e.g., Did the person's parents have mental health problems? Were there other stressors in their lives?)
- Provide a comprehensive description of the treatment (if any) the character received:
  - o Was the treatment effective?
  - o If no treatment was available or given, how did the person cope with the difficulties, and what treatment should have been available for them?
- Choose an article published in a scientific, peer-reviewed journal of which the focus is on the diagnosis, etiology, or treatment of the particular form of psychopathology portrayed in the movie.
- Provide a detailed review of the journal article (avoid plagiarism), and discuss how the findings of that article relate (or do not relate) to the character/ psychopathology depicted in the movie.
- Discuss the positive and negative messages the movie gives the public about people with this disorder, as well as the mental health profession in general.

## **Option 2: Finding Abnormal Psychology in the News**

- Read a relatively recent (published within past 5 years) popular press report (e.g., from a newspaper or news magazine) of a study involving some form of psychopathology that was originally published in a scientific, peer-reviewed journal.
- Provide a comprehensive description of the psychopathology mentioned in the press report.
- Summarize the popular press report:
  - o Consider any positive or negative messages you think the article gives the public about people with this disorder, as well as the mental health profession in general.
- Provide a detailed review of the original journal article that was cited in the press report (avoid plagiarism).
- Discuss the accuracy of the press report compared to your review of the original journal article.
- Provide suggestions for further research to follow up the study you reviewed.

## **WRITTEN ASSIGNMENT PROPOSAL (Counts for a total of 4% - MAX. 1 page)**

- Submit a brief write up to your TA of what movie/press report and corresponding scholarly article you will review.
  - o Include a description of the nature of the psychopathology covered in your chosen media source.
  - o Include a brief description of either the movie or press report.
  - o Include a brief overview of your chosen scientific article.
  - o Include a copy of the first page of the scholarly article (or first two pages if the abstract is long).

## **Evaluation for Written Proposal**

- The Written Proposal will be graded using the following scheme, out of a total of 4 points:
  - o 0- 1: The proposal is of poor quality compared to university standards (very much below average). The copy of the first page of the article is missing. Plagiarism may have occurred.
  - o 2: The proposal is below university standards (below average). There are some spelling or grammatical errors, or it is difficult to read preventing the proposal from meeting university standards of writing.
  - o 3: The proposal meets university standards (average). The spelling and grammar is generally good. There is sufficient detail to know what will be reviewed.
  - o 4: The proposal exceeds university standards (above average). The writing style is excellent, there is attention to detail, and the proposal is well organized.

## **Evaluation for Written Assignment**

- The Written Assignment will be graded using the following scheme, out of a total of 11 points:
  - o 0-2: The writing is of poor quality compared to university standards (very much below average). There are numerous spelling mistakes, grammatical errors, and a lack of cohesion. Most of what is being asked for was missing. Plagiarism may have occurred.
  - o 3-5: The writing is below university standards (below average). There are some spelling or grammatical errors, or it is difficult to read. Much of what is being asked is missing that prevents the writing from meeting university standards.
  - o 6-8: The proposal meets university standards (average). The spelling and grammar is generally good, and it is a well-written document. There is sufficient detail of what is being asked.
  - o 9-11: The proposal exceeds university standards (above average). The writing style is excellent, there is attention to detail, it is well organized, and the writing is cohesive and insightful.

## **General Instructions for Written Assignment**

- All written material should be in APA style (marks will be deducted for errors in APA style, including errors of punctuation, capitalization, italics, etc.).
- Assignments should be double-spaced.
- Evidence of plagiarism will result in a mark of 0.
- Assignments will be submitted through Moodle to "turnitit"- plagiarism reporting software.
- All written materials should include a title page with your name, student number, course number, TA name, and course instructor name.
- **Late assignments will be penalized 2 points per day late.**

## **CLASS PARTICIPATION (Counts for a total of 10%)**

- Class participation will include discussion and brief assignments with partners or small groups.
- Students will be required to complete a "Class Participation Record" after 5 separate classes (will not be announced ahead of time) and submit to their TAs. Each Class Participation Record is worth 2 points.

| <b>Date</b>              | <b>TOPICS, ASSIGNMENTS, TESTS</b>                                                                                                                                        | <b>Chapter</b>                              |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>September 12</b>      | Introduction: What is Abnormal Psychology?                                                                                                                               | Ch. 1, pp. 3-29<br>Ch. 2, pp. 32-41, 55-69  |
| <b>September 19</b>      | Clinical Assessment and Diagnosis<br>Research Methods                                                                                                                    | Ch. 3, pp. 72-103<br>Ch. 4, Recommended     |
| <b>September 26</b>      | Anxiety Disorders                                                                                                                                                        | Ch. 5, pp. 128-177                          |
| <b>October 3</b>         | <b>Test 1</b>                                                                                                                                                            |                                             |
| <b>October 10</b>        | Developmental Disorders                                                                                                                                                  | Ch. 14, pp. 512-543                         |
| <b>October 17</b>        | Mood Disorders                                                                                                                                                           | Ch. 7, pp. 218-265                          |
| <b>October 24</b>        | Eating and Sleep Disorders<br><b>Writing Proposal Due</b>                                                                                                                | Ch. 8, pp. 268-309                          |
| <b>October 31</b>        | <b>No Class: Co-Curricular Days</b>                                                                                                                                      |                                             |
| <b>November 7</b>        | <b>Test 2</b>                                                                                                                                                            |                                             |
| <b>November 8</b>        | <b>Last Day to Withdraw from Course Without Receiving a Grade</b><br><a href="http://www.registrar.yorku.ca/enrol/dates/">http://www.registrar.yorku.ca/enrol/dates/</a> |                                             |
| <b>November 14</b>       | Substance Disorders and Impulse Control Disorders                                                                                                                        | Ch. 11, pp. 392-435                         |
| <b>November 21</b>       | Personality Disorders<br><b>Writing Assignment Due</b>                                                                                                                   | Ch. 12, pp. 438-473                         |
| <b>November 28</b>       | Schizophrenia and Other Psychotic Disorders                                                                                                                              | Ch. 13, pp. 476-509                         |
| <b>December 5</b>        | Somatoform and Dissociative Disorders<br>Cognitive Disorders                                                                                                             | Ch. 6, pp. 180-215<br>Ch. 15, pp. 546 - 569 |
| <b>December 10 – 23*</b> | <b>Test 3 During Exam Period</b>                                                                                                                                         |                                             |

\*The date of final exam will be determined by the Registrar's office.

\*\*Make up tests and final exam: TBA

## **IMPORTANT INFORMATION FOR STUDENTS**

### **RELIGIOUS OBSERVANCE POLICY**

York University is committed to respecting the religious beliefs of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for in-class examinations pose such a conflict for you, contact the Course Director within the first three weeks of class. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods, students must complete an Examination Accommodation Form, which can be obtained from the Registrar's Office. Please review: <http://calendars.registrar.yorku.ca/2013-2014/policies/accommodation/>.

### **SENATE POLICY ON ACADEMIC HONESTY**

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses. Students are urged to read the section on Plagiarism and Academic Dishonesty in the Academic Calendar. Any case of suspected academic dishonesty will be dealt with in accord with the procedures and regulations set down by the University Senate. The definition of dishonesty and the penalties and procedures for judging cases are described in the Calendar. Please review:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

<http://www.yorku.ca/academicintegrity/students/index.htm>

### **YORK UNIVERSITY STUDENTS RIGHTS AND RESPONSIBILITIES**

Please review: <http://www.yorku.ca/oscr/pdfs/CodeofRightsandResponsibilities.pdf>

### **POLICY ON ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

Students with disabilities (whether physical, medical, systemic, learning or psychiatric) may need accommodation in teaching style, evaluation methods, and other course requirements. Students are encouraged to notify the Course Director of their needs in a timely manner to arrange for academic accommodation. Please review:

<http://www.yorku.ca/secretariat/policies/document.php?document=68>

### **POLICY FOR MISSED TESTS AND EXAMINATIONS**

1. Students are expected to write each test on the dates specified. If you miss a test for *no documented reason(s)*, you will receive a *grade of zero*.
2. If you have a legitimate reason (e.g., death in the family, severe illness, etc.) for being excused from a test, and have documentation to verify your absence you may take a make-up test in lieu of the missed test.
3. Make-up tests will be scheduled at the Course Instructor's discretion and will not contain the same questions as the original test.
4. Within 48 hours of the missed test, students **must email** the course instructor and copy his/her TA on the email. Please **do not** contact the course secretary.
5. In the email, please include: (a) your full name and student number in the subject line; (b) outline the reason for your absence; and (c) confirm that you have medical or other relevant documentation to support this reason.
6. Please also note that if you miss a test, regardless of your reason, you have waived the right to have a specific percentage of graded feedback available to you prior to the drop date.
7. Documentation includes a valid medical document, signed by a physician, stating that you were medically unable to take the test. You will need to have your doctor complete the attending physician's statement ([http://psyc.info.yorku.ca/files/2012/11/attend\\_physician\\_statement2.pdf](http://psyc.info.yorku.ca/files/2012/11/attend_physician_statement2.pdf)). The Physician's statement must include: (i) full name, mailing address and telephone number of the physician on official letterhead; (ii) the nature of the illness and its duration (i.e., specific dates covered); and, (iii) indication of whether the illness and/or medication prescribed would have SERIOUSLY affected the student's ability to study and perform over the period in question. Note: The physician's office may be contacted to verify the information provided.
8. This information should be brought to the makeup test. If you miss the test for non-medical reasons, you still must produce supporting documentation (e.g., death certificate, obituary notice, automobile accident report, airline ticket for emergency travel, etc.).
9. Deferred tests that occur in the final exam period are held on a single common date determined by the Department of Psychology. No individualized testing is available unless arranged formally through one of the offices at the University (e.g., Counselling and Disability Services- CDS).