Faculty of Health  
Department of Psychology  
PSYC 3140 3.0 Section: P (Winter) ABNORMAL PSYCHOLOGY  
Tuesdays 11:30-2:30, Online via Zoom  
Winter 2022

Online via Zoom. A reoccurring link will be available on Moodle. This course will use the chat function to ask questions and will use break out rooms. To reduce bandwidth with this number of people in the class, please turn off cameras and microphones, unless specifically asked to turn them on.
Lectures will also be recorded and available on Moodle after each class.

Instructor
Dr. Rob Muller  
Department of Psychology  
Office location: 120 BSB

Webpage Address for Professor Muller:  
www.yorku.ca/rmuller

Dr. Muller’s Webpage on Mental Health  
The Trauma & Mental Health Report  
www.trauma.blog.yorku.ca/

Teaching Assistants (T.A.)
Claire Lauzon  
Email: cdlauzon@yorku.ca  
Office hours: Mondays 11:00-12:00

Dana Gorelik  
Email: dana104@yorku.ca  
Office hours: Tuesdays 10:30-11:30

Please direct course-related questions to the TA before emailing the professor.

Course Prerequisite(s): Course prerequisites are strictly enforced
- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

Course Credit Exclusions
Please refer to York Courses Website for a listing of any course credit exclusions.
Course website: eClass

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials.

Course Description

This course is an introduction to the important concepts and diagnostic categories currently used by clinical psychologists and psychiatrists. There is a significant developmental focus such that abnormal behaviour is examined across the lifespan. Diagnostic and assessment issues are discussed. Treatment of psychological disorders is presented along with case examples of psychopathology occurring in adults, children, and families. In this section, there is a particular emphasis on the assessment and treatment of psychological trauma.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of abnormal psychology.
2. Articulate trends in abnormal psychology.
3. Express knowledge of abnormal psychology in written form.
4. Describe and explain limits to generalizability of research findings in abnormal psychology.
5. Demonstrate ability to relate information in abnormal psychology to own and others’ life experiences.

Required Texts


(Muller books available at the link below).
http://www.amazon.com/Robert-T.-Muller/e/B0033AFQ5A

Evaluation and Grading

Evaluation: There will be three equally weighted exams through the semester:

1/3 Exam one (Flett chapters: 1, 2, 10, 15, 5 + classes).
1/3 Exam two (Flett chapters: 4, 11, 3, 8, 13 + classes).
Final exam (Flett chapters: 9, 12 + both Muller books + classes).

Exam Dates:
Exam one: February 1
Exam two: March 8th
Final exam to take place during the scheduled examination period.

Description of Exams

The exams will consist of material from the readings and from class instruction. Most of the material from the readings will not be covered in class, and most of the material from the class will not be covered in the readings. So, you really need to study both to perform well.

On some weeks, the readings are lighter, but on some weeks, the readings are heavier. I strongly recommend that you look over the syllabus and manage your time carefully. Please read ahead of lectures.

Class material includes what is covered in formal lecture, but also what is covered through student questions and comments, as well as case studies and any videos that will be presented.

The exams will consist mostly of multiple choice questions, and possibly some short answer questions. Grades will be posted by the T.A.

Attendance Policy
No attendance will be taken.

Grading as per Senate Policy

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, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – Grading Scheme for 2021-22

Missed Tests/Midterm Exams/Late Assignment

Make-up exams are available only if the T.A. or course instructor is notified within 24 hours of the examination and a medical statement or similar documentation is submitted. Requests to take make-up examinations will only be granted in extremely unusual circumstances. Such requests are not often granted. And when they are granted, there is only one single possible time that the make-up is offered for all students who missed the exam; if you can’t make it at that time, you will definitely receive a zero for that exam.

Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2021-22 Important Dates
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<th>Add and Drop Deadline Information</th>
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<td>There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are <strong>different</strong>, be sure to read the information carefully so that you understand the differences between the sessional dates below and the <strong>Refund Tables</strong>.</td>
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<tr>
<td>You are strongly advised to pay close attention to the &quot;Last date to enrol without permission of course instructor&quot; deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the professor/department offering the course to arrange permission.</td>
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<td>You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline). You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.</td>
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<th>Electronic Device Policy</th>
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<td>This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source.</td>
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<th>Issues Regarding Using Cellphones and Checking Social Media During Class Time:</th>
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<td>Texting, email, Facebook, twitter, and all other social media are not allowed during class time. They are highly distracting to you. Research on “multi-tasking” has been showing for the past several years that it greatly reduces performance. Performance is much better if you just listen, concentrate, and focus. If you’d like to use these social media, then please excuse yourself and do so elsewhere.</td>
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<th>Academic Integrity for Students</th>
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<td>York University takes academic integrity very seriously; please familiarize yourself with <strong>Information about the Senate Policy on Academic Honesty</strong>.</td>
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It is recommended that you review Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty Quiz.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

https://accessibility.students.yorku.ca/

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

Course Materials Copyright Information

These course materials are designed for use as part of the Psyc 3140 3.0 N course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such
as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement.

Course Schedule

The classes will be broken down into the following topics and reading assignments. Note that reading assignments do not necessarily correspond to the topic covered in the lecture. That is why you will need to attend lectures and do the readings to be exposed to all the course materials.

1) January 11
   Topic: Introduction to psychopathology and the developmental context.
   Readings: Flett chapters: 1 & 2

2) January 18
   Topic: Adolescence, family problems.
   Readings: Flett chapter: 10 & 15

3) January 25
   Topic: Anxiety disorders.
   Readings: Flett chapter: 5

4) February 1
   EXAM ONE.

5) February 8
   Topic: Schizophrenia.
   Readings: Flett chapter: 4 & 11

6) February 15
   Topic: Prior to Treatment: Assessing psychological functioning
   Readings: Flett chapters: 3 & 8

--February 22\textsuperscript{nd} is reading week…no class--

7) March 1
   Topic: Psychotherapy: principles and paradigms.
   Readings: Flett chapter: 13

8) March 8
   EXAM TWO.
9) March 15
   Topic: Brief psychotherapies.
   Readings: Flett chapter: 9 & 12

10) March 22
    Topic: Trauma therapy: Helping challenging trauma clients to open up.
    Readings: Muller’s *Trauma & the Struggle to Open Up* (entire book).

11) March 29
    Topic: Trauma & avoidance in psychotherapy
    Readings: Muller’s *Trauma & the Avoidant Client* (entire book).

12) April 5
    Topic: TBA
    Readings: None