

**Faculty of Health  
Department of Psychology  
PSYC 3140 3.0 Section M: ABNORMAL PSYCHOLOGY**

---

**Wednesdays 1130-230**

**Description of how the course will be run this year:**

This course is listed as an in-person course. The University is expecting that all students attend courses categorized as 'LECT' or 'SEMR', in-person. **At the current time of writing this syllabus, the University has indicated that all in-person classes will be held online until January 31<sup>st</sup>. This date may change again. For now, I will be providing my lecture online via a Zoom link that is available through eClass. It is possible that the University will change this date again. Online classes will be run synchronously, which means I will lecture at 1130am on Wednesdays.**

Once we go back to in-person classes, I do plan to mount my slides/lecture recordings online, and all students will have access to these.

Given the current state of COVID-related rules regarding screening and isolation, and the changing context of the pandemic, I have elected to mount mid-term tests **online (see below for more details)**. The FINAL EXAM is currently listed as an **IN-PERSON** exam. This may change based on public health and University guidance in the future, but at this point, you will need to be prepared to attend in-person. If it is run as an in-person final exam, you will not be able to make up for those lost marks through any other means. Because these tests will only be administered in person, you will need to attend in-person in order to complete these evaluation components for this course.

**Instructor and T.A. Information**

Instructor: Jonathan Weiss, Ph.D., C. Psych.

Office: 230 BSB

Office Hours: By appointment

Email: jonweiss@yorku.ca

It is always best to first contact the Teaching Assistant.

Teaching Assistants:

Megisn Oskalns: [megisn@yorku.ca](mailto:megisn@yorku.ca)

Lindsay Samson: [lesamson@yorku.ca](mailto:lesamson@yorku.ca)

Appointments: Arranged by email.

**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 moodle site, unless otherwise indicated by the instructor. The site will be your central access point for course materials.

**Course Description**

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

**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 Text**

Dr. David J.A. Dozois. (2019). Abnormal Psychology: Perspectives, 6<sup>th</sup> Edition. Western University. Pearson Education Canada. Available at the York U bookstore, including as an electronic only resource.

**Course Requirements and Assessment:**

<b>Assessment</b>	<b>Date of Evaluation</b>	<b>Weighting</b>
Mid-term Test 1	February 9, 2022	15%
Mid-term Test 2	March 16, 2022	15%
Annotated Bibliography	March 2, 2022	20%
Music Assignment	April 10, 2022	20%
Final Exam	In Final Exam period: April 12-29	30%
Total		100%

**Description of Assignments / Tests**

**MID-TERM TEST / FINAL EXAM**

Tests will largely be in multiple-choice format. They will be based on assigned textbook readings and materials presented in class. You are required to write all tests on the scheduled dates. Please plan your exam studying accordingly, as mid-terms in many courses tend to be held at similar times. It is the student's responsibility to organize their schedule to take into account of this eventuality. Having multiple exams the same week is NOT considered a legitimate reason for writing a deferred exam. Special test dates will be granted only on religious, medical, or compassionate grounds (e.g., death in the family) with appropriate documentation provided. The tests will not be returned to students but can be viewed with your TA upon scheduling with them directly. Cheating will not be tolerated; please see the note on the avoidance of academic offences near the end of this syllabus. The final exam is cumulative, but most information will be on material since the last test.

Because of COVID-19, the Mid-Term tests will be run online, during class time. This way, if a student is required to self-isolate, they can still take the test. They will be timed tests. Once a student starts a test, they must finish it. **A practice quiz is provided on eClass to give students a chance to be familiar with the online test system.** You should take the practice quiz to make sure your system works well and you know what to expect once you take the real thing. The practice quiz is not required and is just practice;

your score on it will not factor into any grade. **If you have test taking accommodations for extra time needed for tests, please contact me and your TA asap.**

Some notes on taking tests online through eClass: Students must make every effort to arrange adequate internet connection, especially for tests. **This is a student's responsibility.** If a student has any concerns about their internet connection, they should seek all available options for writing their exams/tests/quizzes in a location with a stable internet connection. In the event that a student is not confident they can access a reliable internet connection, they should communicate their concerns with me within the **first week of class.**

There will inevitably be connectivity issues at some point in the semester for some students, but it is not our intention to have students lose marks over them. If you run into connectivity issues during a test, **DON'T PANIC!** A solution can be found, although we may not be able to correct it in the moment. Please read the following "what if" examples below and keep this list handy during tests so that you'll know what to do if issues arise. Writing tests online can be stressful, and we do not want students to be anxious because they are concerned about internet connectivity issues. If at any time you have a concern, please email the instructor.

What to do if:

1. You begin a test and your connection is slow (i.e., questions loading slowly).
  - If you only get a few questions into the test (less than 10), there are TWO things you can do:
  - 1A) Log out of eClass and go back in and keep going – you will lose the minute or two from logging out but you will be able to continue the test. If the connection seems fine, finish the test.
  - 1B) Stop the test. Email instructor and let us know that you ended the test early due to connectivity issues. **Take a picture of your computer showing that you do not have internet as proof of when it happened.** You will be allowed to write the **deferred test.**
2. The test has not yet begun and your internet is not working.
  - Do not start the test. Send a Missed Test form (SEE BELOW) to the instructor and TA, and you will be allowed to write the deferred test.
3. If eClass has a systemic issue (it is not your internet collection, it is an eClass failure flagged by the IT department) during the test which affects many student tests.
  - If there is an issue in eClass during the test, the instructors will address it **AFTER** the test is over. Please keep an eye on Course Announcements for information. Depending on the situation, one or more of the following may occur:
  - 2A) The instructors will open a re-take of the test on the following week's class. In a case where students write the original and the re-take tests, the highest grade will be taken.
  - 2B) The instructors will account for the missed time/questions in the grading. For example, if eClass kicks everyone out with 10 minutes remaining in a test that has 50 questions, the instructors may make the test out of 40 instead so no one loses marks for not completing questions.

## **2. Annotated Bibliography**

Students will choose a mental disorder of interest and write an annotated bibliography focusing on **four** research articles related to the same disorder. You can pick any disorder noted in your text book. Some very specific instructions:

- The articles should be current (within the past five years) and should be scholarly in nature. They must come from a research journal. They cannot be a website description of the disorder and cannot be a literature review of the disorder. They should involve research related to the

- disorder. They must either be a qualitative or quantitative study.
- Each article summary will consist of two paragraphs:
    - The **first paragraph** should summarize the content of the article and be focused on the main points. This summary should contain a similar amount of information as an abstract. Be sure to state in the summary if the article reports on a case study, a meta-analysis, a qualitative study or a quantitative study. Be sure to describe the purpose, method, participants and results. Be careful not to plagiarize the abstract or the article. **Plagiarism means using or closely imitating an author's work as your own.** Use your own words and sentences.
    - A **second paragraph** should demonstrate your original thinking about the content of the article. This may include how this research relates to the content of the course, how it relates to the other articles you are summarizing, what you learned regarding research in psychology from this article or the most salient thing you learned from having read it. Do **not** simply repeat the discussion section of the article. It should be your original thought on the article.
  - Each summary should include an APA style citation for the featured article at the top of each summary page. Marks will be deducted for errors in APA style, including errors of punctuation, capitalization, italics, etc. Do NOT post the actual article.
  - Each summary should be double-spaced and no longer than 1 1/2 pages.
  - Each summary should have a pdf or screen shot of the article abstract attached. This pdf / screen shot does not count in the total page limit for each summary.
  - Upload your assignment via the eClass website. Cheating will not be tolerated; please see the note on the avoidance of academic offences near the end of this syllabus.
  - Include a title page with your name and student number.
  - Article summaries without accompanying article first pages will receive 0 points. It is fine if the articles are written on and/or highlighted.
  - Avoid plagiarism - students must write summaries in their own words. Any copying will result in a mark of 0.
  - The Bibliography will be graded using the following scheme (each summary is out of 5).
    - 0 = Poorly written / plagiarized / missing.
    - 1 = Not sufficient. Some elements exist but the work by university standards is poor.
    - 2 = Not yet sufficient, as many elements were missing from the description, and there was little critical thinking. Writing style was poor and was attention has not been paid to approach sufficient university standards.
    - 3 = Good. Most elements exist in the paragraphs, but there are still errors that indicate that it is not an excellent annotation.
    - 4 = Very good. There are small errors that do not occur repeatedly, but there are some mistakes or characteristics that indicate that it is not an excellent annotation. The contribution hits all the relevant points, but is not exceptional.
    - 5 = Excellent. There are no APA errors, no spelling or grammatical mistakes, the two paragraphs are well thought out and written, and is excellent according to university level writing. This rating is reserved for exceptionally well written contributions, that show insight and sophisticated scientific thinking.

**Late submission of bibliography assignment:** Late submissions will result in a penalty of 1 point per day (out of 20). If you wait until the last minute to complete the assignment, and something goes wrong and you need an extension, you can take the penalty and submit it late. **Don't wait! Do it early.**

### 3. Music Assignment

Students will select **four songs** that depicts some aspect of Abnormal Psychology, and explain why these songs resonate with them and are indicative of specific psychological disorders. Students should consider songs that resonate with them. You should pick four songs. Each song should be of a **DIFFERENT psychological disorder**. You cannot pick two songs about the same disorder. You cannot pick a song that the instructor posted on eClass. The song must have lyrics. You can pick songs that have lyrics in another language, but you must provide a translation of the lyrics.

- Provide the name of the song, the artist who sang it.
- Provide the lyrics to the song.
- APA referencing of the song is **not** required.
- Write 2 paragraphs for each song. Per song, one paragraph should explain the disorder you are writing about, describing the symptoms of the condition, and link it to the lyrics of the song. Explain why the song is associated with the psychological disorder you selected. The more specificity you can provide about the psychological disorder and how it relates to the song, the better.
- The second paragraph for each song should be your personal thoughts on what emotions and thoughts the song brings out in you. What do you think of when you listen to the song? How does it make you feel? Why do you think and feel this way?
- Each music description will be graded out of 5 points.
  - 0 = Poorly written / plagiarized / missing.
  - 1 = Not sufficient. Some elements exist but the work by university standards is poor. Major components of the description are missing.
  - 2 = Not yet sufficient, as many elements were missing from the description, and there was little critical thinking. Writing style was poor and was attention has not been paid to approach sufficient university standards.
  - 3 = Good. Most elements exist in the paragraphs, but there are still errors that indicate that it is not an excellent annotation.
  - 4 = Very good. There are small errors that do not occur repeatedly, but there are some mistakes or characteristics that indicate that it is not an excellent annotation.
  - 5 = Excellent. There are no errors, no spelling or grammatical mistakes, the two paragraphs are well thought out and written, and is excellent according to university level writing. The song that is selected is not obviously about that mental disorder, but the student is able to convincingly make the link. If the song is obviously about that mental disorder – like a google search would easily make the link – then the max a student can get is 4 (e.g., if you are writing about a song called Anxiety, and you are picking it because it is about anxiety disorder). A rating of 5 is reserved for exceptional creative thinking about the link between the song and the disorder.

**Late submission of music assignments:** Late submissions will result in a penalty of 1 point per day (out of 20). If you wait until the end of the course to complete the assignment, and something goes wrong and you need an extension, you can take the penalty and submit it late. **Don't wait! Do it early.**

### **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:

For the missed mid-term test or final exam, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office, AND you should email your **professor and TA**. At this time, due to COVID-19, an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided. Note: This will ONLY be approved for mid-term test. Because the written assignments can be completed over a long period of time, waiting until the last minute to complete them and then not being able to do so will result in a penalty or mark of 0, as specified above. [HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed test / final exam.

Deferred test dates:

For Mid-Term 1: February 16; During class time 11:30-2:30

For Mid-Term 2: March 23; During class time 11:30-2:30

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept 21.	Sept 21.	Jan. 23
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	March 18
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13- Dec. 7	Feb. 12 – April 10	March 19- April 10

### Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" 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.

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.

## Information on Plagiarism Detection

**This course uses Turnitin to detect plagiarism for the written assignments.** Turnitin is web-based software which scans submitted works for similarity to material in public websites, academic journals, papers purchased from an essay mill, etc., and to essays and assignments concurrently or previously submitted to Turnitin, which are stored in a database. An 'originality report' is then provided to the instructor, who remains responsible for determining any breach of academic honesty. You can learn more about Turnitin here:

<https://help.turnitin.com/feedback-studio/turnitin-website/student/quickstart.htm>. You will be able to submit your response within the eClass platform. **Make sure to take a screen shot / have a receipt to prove you submitted the assignments on time.** Do not email it to me or the TAs.

## Electronic Device Policy

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 during an examination unless the tests/exams are open-book.

## Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

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 3140 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

<b>Date</b>	<b>TOPIC</b>	<b>Chapter</b>
<b>January 12</b>	Abnormal Psychology Throughout History and Theoretical Perspectives on Abnormal Behaviour	<b>1&amp;2</b>
<b>January 19</b>	Classification and diagnosis	<b>3</b>
<b>January 26</b>	Anxiety, Obsessive-Compulsive, and Trauma-Related Disorders	<b>5</b>
<b>February 2</b>	<b>MID-TERM TEST 1</b>	
<b>February 9</b>	Mood Disorders and Suicide	<b>8</b>
<b>February 16</b>	Substance-Related and Addictive Disorders	<b>11</b>
<b>February 23rd</b>	WINTER READING WEEK. NO CLASS.	
<b>March 2</b>	Personality Disorders. <b>DUE: ANNOTATED BIBLIOGRAPHY.</b>	<b>12</b>
<b>March 9</b>	<b>MID-TERM TEST 2</b>	
<b>March 16</b>	Schizophrenia Spectrum and Other Psychotic Disorders	<b>9</b>
<b>March 23</b>	Neurodevelopmental Disorders & Behavioural and Emotional Disorders of Childhood and Adolescence	<b>14 &amp; 15</b>
<b>March 30</b>	Eating Disorders	<b>10</b>
<b>April 6</b>	Dissociative and Somative Symptoms and Related Disorders	<b>6</b>
April 10, 11:59pm	<b>Deadline to submit the Music Assignment</b>	
April 12-29	FINAL EXAM HELD IN FINAL EXAM PERIOD	