

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3140 3.0 Section P: ABNORMAL PSYCHOLOGY**  
**Friday/2:30pm-5:30pm/Curtis Lecture Hall A**  
**Winter/2020**

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**Instructor and T.A. Information**

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

Office: 230 BSB

Office Phone: (416) 736-2100 x 22987. It is always best to first contact the Teaching Assistant first.

Office Hours: By appointment

Email: jonweiss@yorku.ca

Teaching Assistants:

If your last name starts with the letter A through to L: Oana Bucsea

[obucsea@yorku.ca](mailto:obucsea@yorku.ca)

Office Hours: Mondays 12:30-1:30 or by appointment

Location: 2004 Sherman Health Sciences Building

If your last name starts with the letter M through to Z: Keisha Gobin

[kgobin@yorku.ca](mailto:kgobin@yorku.ca)

Office Hours: Thursdays 10:00am-11:00am or by appointment

Location: 072J Behavioural Science Building

**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:** [Moodle](#)

**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:

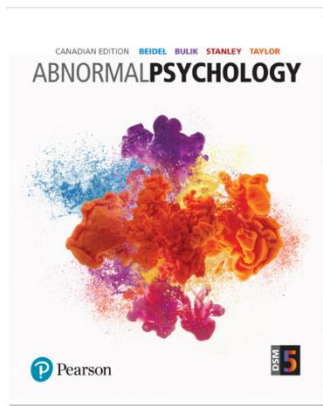
1. Demonstrate in-depth knowledge of abnormal psychology.
2. Articulate trends in abnormal psychology.
3. Express knowledge of abnormal psychology in written form

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

Revel version of *Abnormal Psychology, First Canadian Edition*, by Beidel, Bulik, Stanley & Taylor and Published by Pearson. This is an online textbook (see detailed instructions below). The reason this option was chosen was that it a) was more affordable than the print version, and b) allows for access on multiple electronic devices, including tablets, smartphones, and computers. You can download materials so as to not always require online access. It offers some additional resources, such as voice-to-text, where it can be read to you. Revel is a digital version of the chosen text, enhanced with interactive media and study tools:

- The extra content makes it easier to learn, practice, and remember course material, leading you to better grades.
- It eliminates the need for a traditional print textbook.
- It enables you to learn *your way*—whether that's by reading, listening, or interacting.
- You can also download the REVEL by Pearson App from the App Store or Google Play.



The following purchasing options are available for this material:

To access REVEL:

1. Purchase the online code for the book from the York U bookstore. The bookstore will have the code for sale online (and in store on a flyer) that you can find by searching under 'ebook and digital materials', then for the course course and section - PSYC 3140 P. Note: It is better to buy on the York U bookstore site, as the code you

will receive there will be the one to copy and paste into the revel registration process.

2. Once you get your code then click on the following *Course Invite Link*:  
<https://console.pearson.com/enrollment/qjevuu> or otherwise enter it in your web browser. *Please use a recommended browser: Google Chrome, Firefox, or Safari.*
3. If you have a Pearson account, enter your username and password. Otherwise, create a new account. If you create an account, you will need to confirm your email address from a message that will be sent to the email you specify.
  - a. Note: *If you are also registering for a Pearson MyLab this term, you must register for the MyLab first, in order to use the same username and password for REVEL.*
4. From your “My Courses” page, enter in your pre-purchased access code that you got from the York Bookstore.
5. After you register, you will have the option of purchasing a loose-leaf print version of the same text for \$20. This link will be sent to you in a confirmation email from Pearson.
6. That’s all! To access REVEL throughout the semester, please log in from <http://console.pearson.com>
7. **Need Help?**
  - a. Visit the 24/7 Pearson Support site:  
<https://support.pearson.com/getsupport/s/>
  - b. Find FAQ and Revel support at:  
<https://www.pearsonhighered.com/revel/students/support/>

### Course Requirements and Assessment:

<b><u>Assessment</u></b>	<b><u>Date of Evaluation (if known)</u></b>	<b><u>Weighting</u></b>
Test 1	February 7	30%
Test 2	March 13	30%
Written Assignment	April 3	20%
Final Exam Period	TBA	20%
Total		100%

## Description of Assignments / Tests

### TESTS

Tests will largely be in multiple-choice in format (there may be some short answer). They will be based on assigned textbook readings, material presented in class, and audio-visual aids. You are required to write all tests and the exam 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 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 during office hours. Cheating will not be tolerated; please see the note on the avoidance of academic offences near the end of this syllabus. There is no test planned for the Final Exam period.

### **WRITTEN ASSIGNMENT: Annotated Bibliography and Music Assignment**

There are two parts to the assignment:

- 1) Students will choose a mental disorder of interest and write an annotated bibliography focusing on two research articles related to that one chosen disorder (10%). You can pick any disorder noted in your text book.
- 2) Students will select two songs that depicts some aspect of Abnormal Psychology, and explain why this song resonates with them and is indicative of a specific psychological disorder (10%).

### **ASSIGNMENT INSTRUCTIONS:**

#### 1) Annotated Bibliography

- 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.
- Bibliographies should include a title page with your name, student number, date, and course number
- 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 reference 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.
- Each summary, including the reference at the top of the page, should be double-spaced and no longer than 1 1/2 pages.
- Include a pdf or picture of the first page of each article (or first two pages if the abstract runs into the second page).
- Upload your assignment via the moodle website.
- 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 article annotation will be worth 5 points (2 X 5 = 10)
  - 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.
  - 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.

## 2) Music report (10 pts; 5 pts per song):

- Students should consider songs that resonate with them. Pick two songs that each reflect one psychological disorder. The instructor has given examples of this in class. You cannot pick a song that the instructor played in class. The song must have lyrics.
- Provide the name of the song, the artist who sang it.
- Provide a link to an online webpage that has the lyrics to the song. Do not upload the actual song to us.

- 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 worth 5 points (2 X 5 = 10)
  - 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 APA errors, no spelling or grammatical mistakes, the two paragraphs are well thought out and written, and is excellent according to university level writing.

**You should upload your assignment in Moodle.**

**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 2019-20](#)

**Missed Tests/Midterm Exams:**

For any missed tests, midterm exam or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[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 tests / exam. In addition, to the online form, students documented reason for a missed tests, midterm exam or late assignments such as illness, compassionate grounds, etc., MUST submit official documentation (e.g. [Attending Physician Statement](#))

Late assignments: **Assignments will be penalized 1 point (out of the total 20) per day late. You should upload your assignment in Moodle.**

**MAKE-UP TEST DATES:**

Make-up test 1: Friday, February 14<sup>th</sup>, 9:30am-12:30pm

Make-up test 2: Friday, March 27<sup>th</sup>, 9:30am-12:30pm

Make-up test 3 will be completed after the Final Exam Period. You will be required to completed a Deferred Standing Form, as the make up exam will need to be scheduled with you for after the entire exam period is completed. In order to apply for deferred standing, students must complete a Final Exam/Assignment Deferred Standing Agreement form ([http://myacademicrecord.students.yorku.ca/pdf/deferred\\_standing\\_agreement.pdf](http://myacademicrecord.students.yorku.ca/pdf/deferred_standing_agreement.pdf)), and reach an agreement directly with the course director for an alternate final examination date or for an extension to the deadline. The Final Exam/Assignment Deferred Standing Agreement form facilitates the setting of an alternate date for writing a final examination or submitting outstanding course work before the Faculty deadlines. There is no provision for rewriting a final examination to improve a final grade.

**Add/Drop Deadlines**

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

**\*Note:** *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.*

**Electronic Device Policy**

While computers and tablets are common place for note taking in classes, you are urged not to believe that you can ‘multi-task’ effectively during lectures. Sometimes the use of a computer can result in non-course related activities (checking email, facebook etc...) and

empirical research has shown that this “multi-tasking” can impact your learning and those of others (e.g., <https://doi.org/10.1016/j.compedu.2012.10.003>). If you do plan to supplement your class learning through computers, I ask that you avoid non-course-related activity. All phones should be set to silent, and there should be no phone calls taken in class. If you must use your phone, please leave the class to do so.

### **Attendance Policy**

Lectures will involve material from the book and also additional materials. Attendance is highly recommended.

### **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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

### **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.

### **Electronic Devices During a Test/Examination**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

### **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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.



The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 3140P 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 10</b>	Abnormal Psychology: Historical and Modern Perspectives	<b>1</b>
<b>January 17</b>	Assessment and diagnosis	<b>3</b>
<b>January 24</b>	Anxiety, Obsessive-Compulsive, and Trauma and Stressor-Related Disorders	<b>4</b>
<b>January 31</b>	Bipolar and Depressive Disorders	<b>6</b>
<b>February 7</b>	<b>Test 1</b>	
<b>February 14</b>	Feeding and Eating Disorders; Substance-Related and Addictive Disorders	<b>7 &amp; 9</b>
<b>February 21</b>	READING WEEK, No CLASS	
<b>February 28</b>	Schizophrenia Spectrum and Other Psychotic Disorders	<b>10</b>
<b>March 6</b>	Personality Disorders	<b>11</b>
March 13: LAST DAY TO DROP COURSE WITHOUT RECEIVING A GRADE		
<b>March 13</b>	<b>Test 2</b>	
<b>March 20</b>	Neurodevelopmental Disorders	<b>12</b>
<b>March 27</b>	Somatic Symptom, Dissociative, and Factitious Disorders	<b>5</b>
<b>April 3</b>	Neurocognitive Disorders <b>ASSIGNMENT DUE</b>	<b>13</b>