

**Faculty of Health  
Department of Psychology  
PSYC 3140 3.0 Section O: ABNORMAL PSYCHOLOGY  
Weekly Recorded Lectures; Tutorial on Wednesdays from 10:30-11:00 on ZOOM  
Winter/2021**

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This course will have both synchronous and asynchronous components. Lectures and weekly presentations will be pre-recorded. Weekly Quizzes and Final Exam will take place online. Assignments will be submitted online. Live lectures will be delivered on Zoom every Wednesdays\* for approximately 30 minutes. Students are expected to consistently attend these synchronous lectures to receive additional information related to the week's content.

**Instructor and T.A. Information**

<b>Course Instructor</b>	Jenkin Mok, M.A., PhD Candidate
<b>Email</b>	mokjenki@yorku.ca
<b>Student Hours</b>	<ul style="list-style-type: none"><li>• (Online) Wednesdays from 11:00 am-12:00 pm following synchronous lecture*</li><li>• By appointment</li></ul>

<b>T.A.</b>	Sara Pishdadian, M.A.
<b>Email</b>	sarapish@yorku.ca
<b>Student Hours</b>	<ul style="list-style-type: none"><li>• (Online) Tuesdays from 9:00-10:00 am</li><li>• By appointment (if necessary)</li></ul>

**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, including the syllabus, student discussion boards, asynchronous lectures, weekly quizzes, and other materials that will be for learning.

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\* Except for the week of [January 20, 2020](#). (Synchronous lecture is cancelled and student hours will be by appointment that week).

## Course Description

This course is an introduction to the study of abnormal psychology as a science. It will provide a foundational knowledge base of the nature, causes, treatments, and biopsychosocial aspects of *Abnormal Psychology* (i.e., psychological disorders). This course will also provide an overview of clinical psychology and its subfields (e.g., health psychology, clinical neuropsychology), and the type of evidence-based methods that are typically used in these fields to understand, assess, and treat common psychological disorders. It will involve an evidence-based review of research that will encourage students to think critically about different viewpoints and, ultimately, recognize that science, including our understanding of abnormal psychology (and psychological disorders) is constantly evolving.

## 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.

## Specific Learning Objectives

1. Increase breadth of understanding about common psychological disorders by applying diagnostic criteria, understanding the comorbidities between disorders, and examining how disorder(s) develop and are treated.
2. Be able to retrieve, review, and utilize current scientific literature to achieve an evidence-based understanding of topics related to psychological disorders.

## Course Format

This course will involve a combination of asynchronous (i.e., content posted online on eClass for you to watch, read, and review weekly at your own time) and synchronous (i.e., brief, online "in class" tutorial) components. Below is a list of the main features of the course for your attention:

1. **Asynchronous learning:** Each week, recorded lecture(s) pertaining to that week's content and readings will be posted (see weekly course schedule below). These will range from 60-90 minutes of time to watch depending on the content for that week. These pre-recorded lectures may be watch at your own pace during the week following the upload of these videos.
  - a. Course Lectures: There will be weekly recording(s) where assigned chapter content will be discussed. These lectures will be posted at least one week before you will be tested on them in the testing component. A PDF file of the slide deck will be provided alongside the recorded lecture(s).

- b. Guest Lecture Series: Have you ever wondered about the type of research that goes on in clinical psychology? When applicable, there will be a recording (10-15 minutes) from guest speakers (current graduate students) who will discuss their previous or ongoing research. Contents for each guest lecture will be related to the main topics discussed in the chapters and Course Lecture assigned for that specific week.
2. **Synchronous learning**: Each Wednesday starting at 10:30 am, there will be a brief tutorial to review additional content related to the topic for that week (~30 minutes)\*. This portion of the class will be dedicated to applying concepts discussed in the weekly readings and asynchronous lectures, share new materials related to current topics, review some of the more challenging quiz questions from the previous week, and help with generating ideas for the Writing Assignment (see Course Requirement and Assessment).

This will be followed by individual student meetings (i.e., office hours).

3. **Synchronous testing**:

- a. Weekly Quizzes (45% - 5% per quiz): Each week, starting January 20<sup>th</sup>, there will be a 15-25 minute quiz through eClass. The online test will be available to start **between 12:00-5:00 PM every Wednesday** and will test you on the concepts discussed in the previous week's content, including online asynchronous Course Lectures, textbook readings, and possibly a simple question or two about the Guest Lectures and synchronous tutorial material. For example, if the content for March 3<sup>rd</sup> is Personality Disorders, the quiz for this content will occur on March 10<sup>th</sup>. After 4:00 PM, the quiz will no longer be available to complete and you will be assigned a grade of zero if it has not been completed. Quizzes will comprise of multiple-choice questions and will be timed.

**Only the best 9 of the 11 quizzes in the course will be included in the final grade.**

- b. Final Exam (25%): This will be scheduled during the Winter Examinations period (April 14-28). Date will be provided once scheduled by the department. **The exam is cumulative but will have a greater focus on content after Reading Week. Final Exam will comprise of multiple-choice questions and short answers.** More details will be provided once the date of the exam is announced.

4. **Additional Resources**:

- a. Academic literature, other multimedia materials (e.g., videos, podcasts, websites): Supplementary materials will be uploaded or a link to access will be provided on eClass for certain content covered in this course. These resources are meant to complement the textbook and lecture materials and give different perspectives to specific psychological disorders and current

topics related to mental health. They will not be formally included on the weekly quizzes or Final Exam unless stated in advance. No surprises!

- b. **WileyPLUS:** If you are buying the required textbook (see below) from the York University Bookstore, you will receive access to WileyPLUS. Information to access course content through WileyPLUS will be provided during the first lecture. While we will not be using WileyPLUS formally for any evaluation purposes, course materials (e.g., sample practice questions, flashcards, etc.) will be available for access to support learning of the new content in this course.

**Required Text**

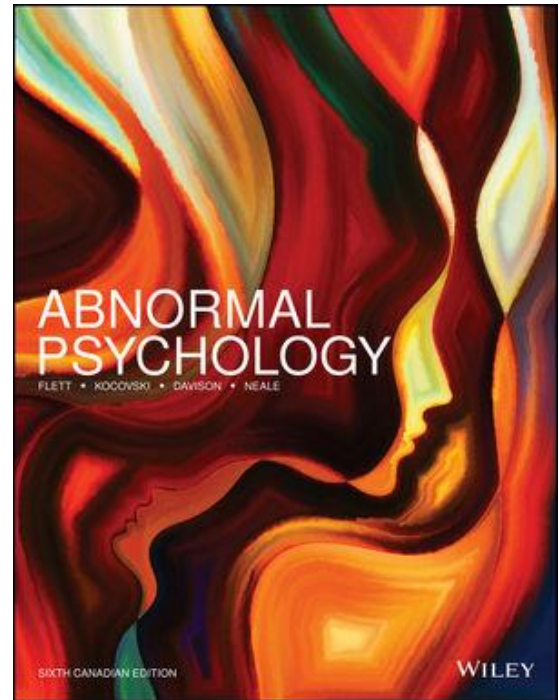
Flett, G., Kocovski, N. L., Davison, G. C., & Neale, J. M. (2017). *Abnormal Psychology Sixth Canadian Edition*. Toronto: John Wiley & Sons Canada, Ltd.

ISBN Print (WileyPLUS access + loose-leaf text):  
**9781119580034**

ISBN Digital (WileyPLUS access only – includes full e-text): **9781119579939**

This textbook (both print and digital formats) is available to order through the York University Bookstore.

WileyPLUS is recommended but not required for this course. Resources, including flash cards and practice test questions, can be accessed on this platform for students in the course who would like extra study support.



**Course Requirements and Assessment:**

Assessment	Date of Evaluation (if known)	Weighting
Weekly Quizzes (9 of 11)	January 20 – April 7	45% (5% each)
Writing Assignment (Part 1)	March 3	10%
Writing Assignment (Part 2)	March 31	20%
Final Exam	During April 14-28	25%
<b>Total</b>		<b>100%</b>

**Description of Assignment**

The Writing Assignment is an opportunity for you to gain competence in searching, reviewing, and critiquing scientific literature related to current questions and topics about different psychological disorders. Both parts of the Writing Assignment is set up in a way to

mimic the type of in-depth review of literature that you may do in graduate school when writing a manuscript about a certain topic of interest. While completing this assignment, you will become familiar with looking up and reading appropriate scientific papers, using APA (7<sup>th</sup> Edition) formatting, writing a brief annotated bibliography, and using research literature to support and strengthen your arguments.

Four topic questions will be posted on eClass on January 27<sup>th</sup>. These questions will ask you about your opinion on a contemporary topic related to different psychological disorders that will be covered in this course. Your assignment is to choose **one** of these questions and complete Part 1 (due March 3<sup>rd</sup>) and Part 2 (due March 31<sup>st</sup>) of the Writing Assignment. Your responses should reflect your opinion, which should in turn be informed by the empirical scientific literature.

Submissions should be in Times New Roman, 12-point Font, double-spaced, and with a minimum of one inch margins.

### **Part 1: Identifying a Topic, Stating Your Opinion, and Starting Your Literature Search (10%)**

**You will submit:** Summary of disorder, brief opinion response, brief annotated bibliography (5 articles), brief reference list

Four questions will be posted to eClass on January 27<sup>th</sup> that pertain to current topics and questions about anxiety, mood, neurodevelopmental (pediatric-focused), and neurocognitive (aging-related) disorders. Once you have read the questions carefully, you will choose **one** of these topics and respond to the sections below:

1. **Identify your disorder of interest (100-150 words).** After selecting one of the topics, use the DSM-5 (available online at [York University Libraries](#)) or a peer-reviewed journal (can be from your list; see below) to summarize the disorder that is referenced in the topic question. Be sure to provide a brief summary of the disorder's diagnostic features (e.g., symptoms, course, risk-factors, and functional consequences). **Grading will be based on brevity and clarity of your writing, accuracy of content, and proper citation formatting.**
2. **State your opinion (250 words)** (Based on the topic that you have chosen, provide your opinion on the answer to the question. For this portion, you do not need to have read any scientific literature. Rather, we would like you to respond to this question based on your own perspective and knowledge, past discussions with family and friends, as well as what you have previously heard from the media. Be sure to answer the question and briefly explain your response (again, based on your opinion alone). **Grading will be based on quality and clarity of writing.**
3. **Searching the literature.** Now that you have identified your topic/disorder of interest, and have stated your opinion about the topic question, the next step is to begin searching for scientific literature that support the claims that you are making. These studies should be scientific and empirical in nature (i.e., not simply someone else's opinion but, rather, based on scientific data). A document will be uploaded to eClass to

explain how to use PSYCIInfo to help find academic resources. Articles that you search for **must follow** these three criteria:

- 1) Contains recent and/or well-established findings relevant to the field and study topic
- 2) Include a variety of empirical, peer-reviewed evidence (i.e., research findings, review articles, meta-analyses). Opinions (e.g., Letters to the Editor), even if they sound academic, are not to be included.
- 3) Provide equal representation in the literature and strive to find a combination of articles that support AND argue against your opinion.

For Part 1 of your Writing Assignment (due March 3<sup>rd</sup>), **begin your search by finding 5 peer-reviewed journal articles** that you will be using in Part 2 to support or contrast your opinion.

Of these 5 articles,

- 1) one must be a review or meta-analysis that was written between 2010-2020 (preferably in the last five years); and
- 2) at least one of these articles should have a conclusion that contrasts or provides results that are not fully consistent with your opinion.

For each empirical article, write 3-5 sentences to summarize the findings (i.e., purpose of the study, population that was studied, methods, and results, significance of findings in relation to your question/disorder). Given the comprehensiveness nature of reviews and/or meta-analyses, these summaries would be expected to be longer (reaching the maximum of 5 sentences) to summarize the findings. **Grading will be based on quality of literature review (e.g., depth and breadth of your search), clarity of your summary**

**Do not plagiarize!** This means you should summarize the articles in your own words and not copy from the abstracts.

4. **Reference list of the 5 papers.** Include a reference list with APA (7<sup>th</sup> edition) formatting. Please include a proper reference list at the end of the assignment. **Grading will be based on proper citation formatting.**

***Feedback will be given approximately one week after the submission of Part 1 to ensure that you are on track with choosing references for Part 2.***

## **Part 2: Supporting Your Claims through Literature Search (20%)**

**You will submit:** Complete annotated bibliography (8-10 articles), Complete response with empirical support, complete reference list

1. **Full annotated bibliography and Reference List.** For Part 2 of your Writing Assignment (due March 31<sup>st</sup>), complete your literature review by finding the remaining peer-reviewed journal articles that you will reference in your empirically-supported

response and submitting an annotated bibliography that summarizes the new articles and any other articles that you have found to replace the ones submitted in Part 1 (this may be due to feedback provided by the TA).

At the completion of your Writing Assignment (Parts 1 & 2), you will be **referencing 8-10 peer-reviewed journal articles to validate and contrast your initial opinion**. Of these articles, 1) two must be a review or meta-analysis that was written between 2010-2020 (preferably in the last five years); and 2) at least two of these articles should have a conclusion that contrasts or provides results that are not fully consistent with your opinion. **Grading will be based on quality of literature review, clarity of your summary, and proper citation formatting.**

2. **Responding to research questions with empirical support (maximum 500-600 words)** Now that you have completed a thorough literature review, please respond to the question that you have selected. Has your opinion changed since reviewing the literature? If it has, please respond with what has shifted and what influenced your change of thought. If it remains the same, please explain with research evidence to support your claim. Your response should reflect your (current or new) opinion, which should in turn be informed by the empirical literature that you have reviewed. In your response, cite all of the peer-reviewed journal articles that you have included in your annotated bibliography. In your response, briefly reference the articles and explain why it is relevant to your point or contradicts your thought. You are to provide proper in-text citations and a reference list at the bottom of your response using American Psychological Association formatting (7<sup>th</sup> edition).

A good response will provide a clear position to begin and will be followed by elaboration, examples, and references to the appropriate literature. It may also acknowledge alternative positions in the literature. If a claim is being made, ensure that an appropriate citation is provided and that the claim is plausible. Be concise as you are **limited to 500-600 words**, not including the reference list. **Grading will be based on quality and clarity of writing, with emphasis on analytical thinking, interpretation of literature, and effective communication of your rationale.**

3. **Complete reference list.** Following American Psychological Association formatting (7<sup>th</sup> edition), which means references will be on separate page. **Grading will be based on proper citation formatting.**

#### Important Notes:

1. **Please do not plagiarize!** This Writing Assignment is largely based on your opinion, with the expectation that you will also provide empirical evidence to support your claims. Both parts of the assignment needs to be submitted to Turnitin on Moodle/eClass and submissions should include your Turnitin digital receipt as confirmation (see section on Information on Plagiarism Detection).
2. Please use the **American Psychological Association (APA), 7<sup>th</sup> edition** formatting for all references and citations to scientific articles. The [Purdue Online Writing Lab](#) has great examples of how to format [in-text citations](#) and the [reference list](#).

### Additional Note:

Choosing to answer a topic question for a disorder that is discussed later in the semester will not put you at a disadvantage when submitting Part 1 of the Writing Assignment. Instead, choose the topic you find the most interesting because this assignment is meant to be separate from the lecture content and is aimed to familiarize students to properly review scientific literature. However, feel free to read ahead to the corresponding textbook chapters if you want to gain some insight into the disorders before it is discussed during the lectures.

### **Class Format and Attendance Policy**

Weekly quizzes will include content from pre-recorded lectures, relevant textbook material, and/or content from the weekly Zoom synchronous lecture that do not overlap with the other material. Due to the benefits to learning from engaging with material multiple times in deep ways, attendance at the weekly synchronous class (on Zoom) is highly recommended.

### **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 2020-21](#)

### **Missed Tests/Midterm Exams:**

For any missed quiz or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. 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.

**Weekly Quizzes (45% of final grade – 5% per quiz):** There will be no make-up quizzes. Only the best 9 of 11 quizzes will be included in final grade.

**Final Exam (25% of final grade):** You are required to write your exam on the scheduled date that is provided by the department. Special tests will be granted only on religious, medical, or compassionate grounds with supporting documentation submitted to the undergraduate office within 48 hours of the test date using this form: [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 quiz or late assignment. A make-up exam is available only if the course instructor is notified with the form mentioned above. Only one possible time will be offered for students who miss the exam.



## Late Assignments:

**Writing Assignment (Part 1)** (10% of final grade): A deduction of 2% per day will be given for late submissions, up to 5 days (March 6th). Assignments submitted after March 6th will receive a grade of zero. All assignments submitted by March 13th (regardless of lateness) will receive feedback in preparation for Part 2 of the Writing Assignment.

**Writing Assignment (Part 2)** (20% of final grade): A deduction of 5% per day will be given for late submissions, up to 4 days (April 4). Assignments submitted after April 4th will receive a grade of zero.

[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 quiz or late assignment.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 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 22.	Sept 22.	Jan. 25
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

## 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**

In order to maintain academic integrity with the course, you will be required to submit the written assignment to Turnitin via the Moodle/eClass page. Turnitin will review the similarity of your document with other documents in its database to detect potential instances of plagiarism. By submitting to Turnitin, you're agreeing that your document will be included as a source text for future Turnitin databases. You can go to [Turnitin.com](https://www.turnitin.com) to look at other terms and conditions that will apply through using this software.

### **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 quizzes and the Final Exam in a manner that does not require consulting an unauthorised source during an examination.

### **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 **PSYC 3140 – Abnormal Psychology** 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 – Winter 2021**

WEEK	DATE	TOPIC	CHAPTERS	ASSESSMENT
1	January 13, 2021	Introduction to Abnormal Psychology: Research & Considerations	1, 4	
2	January 20	Approaches to Psychopathology: Psychotherapeutic Models	2, 17	Quiz 1
3	January 27	Understanding the DSM-5: Clinical Assessment, Classification, and Diagnosis	3	Quiz 2

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC</b>	<b>CHAPTERS</b>	<b>ASSESSMENT</b>
4	February 3	Anxiety Disorders; Obsessive-Compulsive and Related Disorders	5 & 6	Quiz 3
5	February 10	Mood Disorders	8	Quiz 4
	February 13-19	Reading Week - NO CLASS		
6	February 24	Trauma, Stress, & Health Psychology	9	Quiz 5
7	March 3	Personality Disorders	13	Quiz 6; Writing Assignment (Part 1) due
8	March 10	Somatic Symptoms & Dissociative Disorders	6	Quiz 7
9	March 17	Schizophrenia Spectrum, Psychosis, and Legal Issues	11, 18	Quiz 8
10	March 24	Disorders of Childhood	15	Quiz 9
11	March 31	Aging & Neurocognitive Disorders	16	Quiz 10; Writing Assignment (Part 2) due
12	April 7	Eating Disorders; Substance-Related and Addictive Disorders	10, 12	Quiz 11
	April 14-28	Final Exam - Schedule TBD		