

**Faculty of Health
Department of Psychology
PSYC 3140 3.0 Section N: ABNORMAL PSYCHOLOGY
Tuesdays 1130-230; Online Winter 2021**

Description of how the course will be run this year:

I will be recording lectures for the different modules, and will aim to post them on the date specified in the calendar below. These modules will reflect different concepts in Abnormal Psychology. There may be more than one module for any one specific topic. I will try to break up the content and make it easier for you to watch/listen to. Our actual class time will be on Tuesdays from 1130-1230 and used as a drop in for you. In this one hour, I won't be presenting the material that is recorded. I will be happy to discuss any questions you have or elaborate on anything I've posted. But you'll need to review the modules and come with questions. So the actual class time is optional for you – all the material you need will be recorded in advance and posted for you to watch on your own time. Consider this time as my office hours. This way you have the ultimate flexibility to review the content from the 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:

Flora Roudbarani: froudbar@yorku.ca

David Chafe: dchafe@yorku.ca

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.

- 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, 6th Edition. Western University. Pearson Education Canada. Available at the York U bookstore, including as an electronic only resource.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Take home essay test 1	February 19th-February 26th	20%
Take home essay test 2	April 7th-April 14th	20%
Weekly book quizzes	Cumulative	40%
Written assessment	April 7, 11:59pm.	20%
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Total		100%

Description of Assignments / Tests

1. BOOK CHAPTER QUIZZES

Instead of large multiple choice tests, students will complete brief weekly quizzes based on assigned chapters. Students can take the quizzes at any point in the regular semester (not during exam period). **Note: I have made the first three chapters available right away for students. The rest will be made available on February 1st. I am doing this to ensure there are no glitches with eClass Quiz system before making the rest available.**

Once a student starts a quiz, they must finish it. Each quiz will be 12 questions, and students will be given 12 minutes to complete the questions once they begin. There will only be one chance to take each quiz. If they do not take a quiz by the end of the regular semester (by midnight on April 13, 2021, 11:59pm), they will be given a score of 0 for that quiz. No exceptions. Quizzes will be weighted such that in total they will account for 40% of the student's overall mark. Quizzes will be based on the book chapters. For example, a Chapter 3 quiz will have questions only based on the Chapter 3 material.

We can all have off days, or an issue may come up in a quiz you are taking. Your mark of 40% will be taken from your top 10 quiz results. I will drop the scores on the 2 lowest quizzes. If you only take 10 quizzes, then the two that you do not take will be the ones dropped. If you take all 12, moodle will automatically calculate the overall quiz grade based on your best 10 quizzes.

A practice quiz is provided on eClass to give students a chance to be familiar with the online quiz 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, please contact me and your TA asap.

Late / missed quiz policy: Because students can complete the quizzes at any point in the course, a failure to complete a quiz by the end of the course will result in a 0 on that quiz, no exceptions whatsoever. If you wait to take the quizzes and then are sick or have another issue, and miss the deadline to do them, you will be given a score of 0.

2. TAKE HOME ESSAY TEST 1 and 2

Take home tests will be used to give students time to show what they are learning, with time to answer questions. All questions will be open ended essay format. Students will be given **one week** to answer each test, and submit it via eClass. There will be **4 questions** per take home test (each worth 5 points). You will be responsible for researching and writing answers to all 4 questions, based on your textbook and class lectures. For each response, you will be graded on the reasoning you provide, the organization of your response, the evidence you provide that comes from the scientific literature, your conceptual understanding, and a demonstration of relevant concepts. The quality of your writing is also important. You will have a maximum of 500 words per question. The tests will not be cumulative, meaning that Test 1 will be used for January 12-February 16, Test 2 for the modules March 2-April 6. **You should submit the response as a Word document.**

Note that we will be using Turnitin for these tests. Cheating will not be tolerated; please see the note on the avoidance of academic offences near the end of this syllabus. 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. Do not email it to me or the TAs.

Late take home test policy: You have a week to complete each take home test. As a result, late submissions will only be accepted in very special circumstances. See instructions on Missed tests.

3. 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 at least one disorder (10%). You can pick any disorders 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%).

Late submission of written assignment: Because you have the entire semester to complete the written assignment, any late submissions will result in a penalty of 2 points out of 20 per day late. No exceptions.

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. They must either be a qualitative or quantitative study.
- 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 eClass 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 A DIFFERENT 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 the lyrics to the song.
- 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.

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:

For the late submission of a take home test, 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. Note: This will ONLY be approved for the take home tests. Because the book quizzes and written assignment can be completed at any point in the class, 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 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 without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission 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

This course uses Turnitin to detect plagiarism for the take home tests.

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

Date	TOPIC	Chapter
January 12	Abnormal Psychology Throughout History	1
January 19	Classification and diagnosis	3
January 26	Psychological Assessment and Research Methods	4
February 2	Anxiety, Obsessive-Compulsive, and Trauma-Related Disorders	5
February 9	Mood Disorders and Suicide	8
February 16	Substance-Related and Addictive Disorders	11
February 23	READING WEEK, No CLASS Take home test 1 provided on Friday February 19th at 8am and due NO LATER THAN Friday February 26th at 11:59pm.	
March 2	Schizophrenia Spectrum and Other Psychotic Disorders	9
March 9	Personality Disorders	12
March 16	Neurodevelopmental Disorders	14
March 12	LAST DAY TO DROP COURSE WITHOUT RECEIVING A GRADE	
March 23	Behavioural and Emotional Disorders of Childhood and Adolescence	15
March 30	Eating Disorders	10
April 6	Dissociative and Somative Symptoms and Related Disorders	6
April 7, 11:59pm	Deadline to submit the Written Assignment	
	Take home test 2 provided on Wednesday April 7th at 8am and due NO LATER THAN Wednesday April 14th at 11:59pm .	