

Psyc 385
Abnormal Psychology
Fall 2018

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| Instructor: | Guy Pelletier, Ph.D. | Lecture Location: | ST 143 |
| Phone: | 403-521-3886 | Lecture Days/Time: | T 18:00 – 20:45 |
| Email: | gpelleti@ucalgary.ca | | |
| Office: | A155 | | |
| Office Hours: | T 16:30-18:00; 20:45-21:15 | | |

Course Description

A major objective of this course is to survey the field of adult psychopathology. The course will start with an introductory group of lectures during which we will review of the concept of abnormal behavior, followed by the study of possible causes (etiology) of abnormal behavior, the classification of mental disorders, and assessment issues. The main core of lectures will consist in reviews of the psychological aspects of various diagnostic categories of adult psychopathology. Students should keep in mind that this is a survey course indented to provide basic, wide-ranging knowledge of abnormal psychology. This is an ambitious endeavor that will require the learning and understanding of a considerable amount of information. The course will follow the textbook relatively closely, although not exclusively. Students interested in more detailed discussions of various disorders and other subjects will be encouraged to consider higher-level, more advanced courses.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

| Course Learning Outcomes | Assessment Methods | PLO(s) | Level(s) |
|--|---|---------|----------|
| Identify and describe biological, psychological, and socio-cultural bases of adult psychopathology. | Multiple choice exams | 1 | I |
| Describe how the understanding and classification of mental disorders evolved over time | Multiple choice exams | 1 | I |
| Identify and describe different mental disorders including their classification, causes, symptoms, and diagnostic criteria | Multiple choice exams, Written assignment | 1,2,4,7 | C |
| Identify and discuss legal and ethical (e.g., stigma, stereotypes etc.) issues related to mental health/disorders | Multiple choice exams | 1,6 | I |
| Identify issues and methods related to the prevention and treatment of mental health problems | Multiple choice exams, Written term assignment | 1,2,4,7 | I |
| Identify and compare similarities and differences between disorders and/or disorder subtypes within/between different diagnostic classifications | Multiple choice exams | 1,2 | C |

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|---|-------------------------|---------|---|
| Think critically about issues related to mental disorders and how they affect society | Written term assignment | 2,4,5,7 | I |
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Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psyc 200 and 201– Principles of Psychology I and II

Required Text

Dozois, D.J.A. (2019). *Abnormal Psychology Perspectives (6th Ed.)*. Toronto: Pearson Canada. Available at the U of C bookstore or as an e-book.

Do note that there are significant differences between the 5th and 6th editions of this textbook. For example, chapters 10, 12, and 18, which are covered in this course, have been re-written. Although 5th editions of the textbook might be available as used textbooks, there is no assurance that the 5th edition will meet the students’ needs for this course.

Assessment Methods

Mid-term #1:

Tuesday October 23, 2018 - 60 minutes -
20% of final grade
 Chapters 1,2,3,4,5,8 and corresponding lectures

Mid-term #2:

Thursday November 20, 2018 - 60 minutes –
20% of final grade
Not cumulative-Chapters 6,7,10,11,12 and corresponding lectures

Final exam:

To be scheduled by the Registrar -
 2.0 hours - **40%** of final grade
Cumulative, covering all readings and lecture material, with a greater emphasis on chapters 9,13,17,18 and corresponding lectures

Written assignments:

Written assignment #1 due October 9, hard copies in class and electronic copies in the D2L dropbox.

Written Assignment #2 due November 6, hard copies in class and electronic copies in the D2L dropbox.

Overview

For **each** assignment, collect **two (2) pieces of popular media information published in the past 24 months**. The media examples you choose may include blog posts, newspaper/ magazine articles, advertisements, web pages, comic strips, photographs, advice columns, songs, TV shows, movies, or anything else that strikes you as relevant. **Note:** these should not be media examples described in the textbook, you should find them yourself. The material chosen must be directly relevant to **adult abnormal psychology and to concepts and ideas covered in the course (textbook, classes)**. Students may decide to choose material on topics not yet covered in class or not directly covered in class or in the textbook, which means that they may have to read ahead and/or do some extra research. **If you are not sure of the relevance of your material, please ask.**

The material chosen **must** be included with the papers. If students choose audio-visual material (movies, videos, TV shows episodes, etc.), they must include a sufficient summary or description of the material for the marker to appreciate its relevance. **1.5/10 marks will be taken off for each piece of information not included. Materials chosen from online sources must be printed and included with the papers. If only the URLs are given, it will be the marker's choice whether to look up the material or not.**

Using course material:

1) Carefully explain how each media item relates to one specific abnormal psychological concepts (for example; notions of what constitutes mental health and/or mental disorders, statistics on mental health, opinion pieces on mental health and its importance for individuals and society, reports on specific mental disorders, public attitudes toward mental health, treatment of mental disorders, etc.). For each item that you have collected, describe and define the concept(s) represented by the item in your own words; do not use any direct quotes, but always reference/cite where the material is coming from - **using material without proper citation is plagiarism.**

2) Discuss your media item in terms of recent research in abnormal or clinical psychology on the concept. For each media item you must also cite at least one journal article published within the past 15 years (ideally, these will be empirical studies rather than review or theoretical articles). You may NOT reference lectures directly, but you can reference material presented in lectures, just reference the direct source of the lecture material (either the textbook or journal article, **[when in doubt, ask]**). You should cover a variety of concepts. It will be best to choose media items that relate to one specific concept, idea, disorder, treatment, etc.

Your grade will be based on coherence, accuracy, completeness, and conciseness of your description of how each item is related to concepts in abnormal psychology. The written assignments should be no more than **4 pages in length (excluding references and title page)** and formatted according to APA guidelines. **Material over 4 pages will not be read and the paper will be graded accordingly.**

In these assignments students will demonstrate their understanding of topics in abnormal psychology and their ability to apply this material in thinking about a current or possibly new problem. The information in the textbook or discussed in class represents the building blocks students should use to write their papers. Students are expected to read more deeply about each of the topics they have chosen. It is crucial that students cite a reasonable amount of information from their research to support their arguments in each paper. Students should use the papers to demonstrate that they have

understood concepts in abnormal psychology, read about the concepts on their own, and gained skills in applying the material.

Specific instructions for term papers:

- The completed assignment will be in essay format with clear introductory and concluding paragraphs.
- Essays must be double-spaced, Times New Roman 12 font, 1 inch margins.
- Length will be approximately 1000 words (4 double-spaced pages, approx. 250 words per page)
- APA style should be used for citations and reference list
- Proofread your paper for spelling, grammar, and punctuation. Your paper will be graded on style as well as content. It must be grammatical and clearly organized.
- **Include a title page with the title of the essay, your name, course name, instructor's name, and due date** (title page and reference page are not included in the number of pages and word count).
- Submit copies of, links to, or clear summaries of the **media material in an appendix** so markers can peruse or see the items you are discussing – do not use media that you cannot submit or easily describe, preferably in a short paragraph.
 - There are **two essays** due on **October 9 and November 6**, respectively. Hard copies are due in class and electronic copies are due in the appropriate D2L box by 6:10 PM on the due date or prior. **LATE PAPERS WILL BE RECEIVE A 10% PENALTY PER DAY INCLUDING WEEKENDS.**

Each assignment is worth **10%** of the final grade for a total of **20%**

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

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|----|---------|----|--------|----|--------|----|--------|
| A+ | 96-100% | B+ | 80-84% | C+ | 67-71% | D+ | 54-58% |
| A | 90-95% | B | 76-79% | C | 63-66% | D | 50-53% |
| A- | 85-89% | B- | 72-75% | C- | 59-62% | F | 0-49% |

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

In this course there will be no rounding up of final grades, especially in light of the opportunities students have to increase their final grade via research participation.

Tentative Lecture Schedule

| Date | Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary) |
|-----------|---|
| R Sep 6 | University Lectures begin. |
| T Sep 11 | Introduction and definitions of abnormality; Theoretical perspectives on abnormal behavior, etiology Chap 1 pp. 3-7; Chap.2 |
| R Sep 13 | Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date. |
| F Sep 14 | Last Day to Add Courses |
| T Sep 18 | Theoretical perspectives on abnormal behavior, etiology Chap 2 |
| F Sep 21 | Fee payment deadline for Fall Term full and half courses. |
| T Sep 25 | Classification, assessment of mental disorders, research methods Chap. 3,4 |
| T Oct 2 | Mood disorders and suicide Chap 8 |
| M Oct 8 | Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. |
| T Oct 9 | Anxiety, obsessive-compulsive, and trauma related disorders Chap. 5 Written assignment #1 due |
| T Oct 16 | Anxiety, obsessive-compulsive, and trauma related disorders Chap.5 Dissociative disorders Chap.6 |
| T Oct 23 | Mid-term #1 Somatic symptoms and related disorders Chap.6 Psychological factors affecting medical conditions Chap 7 |
| T Oct 30 | Psychological factors affecting medical conditions Chap.7 Eating disorders |
| T Nov 6 | Substance-related and addictive disorders Chap. 11 Personality disorders Written assignment #2 due |
| Nov 11-17 | Reading Days. No lectures. |
| M Nov 12 | Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. |
| T Nov 20 | Mid-term exam #2 |

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this

Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the

SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>)

Course Credits for Research Participation

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 7, 2018**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca

(<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **September 13, 2018**. Last day to add a course is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.