

Faculty of Health
Department of Psychology
PSYC 3140 3.0 Section C: ABNORMAL PSYCHOLOGY
Wednesdays from 2:30 PM to 4:00 PM on ZOOM
Fall/2021

Instructor and T.A. Information

Instructor: Skye Fitzpatrick, Ph.D., C. Psych.

Office Hours: Online by appointment

Email: skyefitz@yorku.ca

FOR STUDENTS	With last names starting from: A to L	With last names starting from: M to Z
T.A.	Christina Carrier	Sarah McComb
Email	carriecd@yorku.ca	mccombs@yorku.ca
Office Hours	Online by appointment	Online by appointment

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, assignment information and dropboxes, asynchronous lectures, and weekly quizzes.

Course Description

This course is an introduction to a knowledge base underlying the nature, causes of, and treatments for, common forms of Abnormal Psychology (i.e., psychological disorders). It will provide an overview of evidence-based methods of understanding, assessing, and treating psychological disorders. It specifically involves an evidence-based review of research on common mental disorders including anxiety disorders, obsessive compulsive and related disorders, posttraumatic stress disorders, depression, eating disorders, personality disorders, and psychosis. It will also draw attention to the ways in which understandings of psychological disorders intersect with issues of gender, class, sex, race/ethnicity, sexual orientation, and other forms of diversity.

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 understanding of Abnormal Psychology

2. Distinguish between different forms of Abnormal Psychology
3. Increase evidence-based understanding of *why* and *how* psychological disorders develop and keep going
4. Increase understanding of how evidence-based conceptualizations of psychological disorders directly informs their treatment

Courses Format

This course will involve a combination of asynchronous (i.e., content posted online for you to consume on your own time) and synchronous (i.e., scheduled, online “in class”) components. There are three main features of the course related to this for you to be aware of.

1. **Asynchronous learning:** Each week, I will post several short recorded lectures pertaining to that week’s content and readings. In total, these will take up to 1.5 hours of time to watch. You may watch them whenever you wish during the week. These lectures will be posted at least one week before you will be tested on them in the synchronous testing component (see #3, below).
2. **Synchronous learning:** We will meet each week on Zoom for 60 to 90 minutes, on **Wednesdays at 2:30 PM until up to 4:00 PM**. This portion of the class will be dedicated to applying the concepts discussed in that week’s readings and asynchronous lectures, as well as giving you time to ask questions and share thoughts. See below for the Zoom link information.
3. **Synchronous testing:** Each week, starting Sept. 15th, you will be given an ~20 minute quiz through eClass that tests you on the concepts discussed in that week’s readings, online asynchronous lectures, and possibly a simple question or two about the synchronous learning that happened right before the test. **The test will be available to you for 48 hours starting at 4:00 PM on the Wednesday that it is scheduled for and closing at 4:00 PM on the following Friday.** See the section on weekly quizzes under assessments for more information.

Zoom link information for synchronous learning

(Wednesdays 2:30 pm to 4:00 pm)

Join Zoom Meeting

<https://yorku-phipa.zoom.us/j/97602313421?pwd=WmJTUVZ3QnBsT01W0VhU0FRpRGxUUT09>

Meeting ID: 976 0231 3421

Passcode: 378067

Required Text

You may acquire this book in hardcopy or in e-book form through the bookstore

- Title: Abnormal Psychology: An Integrative Approach (6th ed)
- Authors: Barlow, Durand, Hofmann, & Lalumiere
- ISBN Print: 9780176873219
- ISBN Digital: 9780176874827

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Weekly Quizzes (best 10 out of 11)	Sept. 15 th to Dec. 1 st , 2021	50% (5% each)
Dimensions of Distress Assignment	November 10 th , 2021	20%
Written assignment	December 1 st , 2021	30%
Total		100%

Description of Assessments

Weekly Quizzes (best 10 out of 11 at 5% each = 50%): Each week on the date listed on the below schedule, an online quiz will become available to you via eClass at **4:00 PM**. It will be open to you to complete until **for 48 hours, until 4:00 PM on the Friday** that immediately follows the Wednesday that the quiz became open for. Once you begin it, you will have **~20 minutes to complete it**, and it will have between ~15 and 25 questions. These quizzes are intended to be closed book. Although I cannot clearly monitor whether you are completing them with or without the help of the textbook, you will **not** have time to search through your book and lectures for answers. Therefore, you need to know your material and content before you begin the quiz. The quiz will cover that week's readings and asynchronous online lecture content, and may include some content focused on the synchronous, Zoom component that just occurred before it. See the schedule below for detailed information regarding what will be covered on that week's quiz. For example, if the synchronous Zoom class on September 22nd is focused on Clinical Assessment and Diagnoses, then you will be given access to lectures pertaining to that content at least one week before it (i.e., September 15th). The online quiz that is available to you between 4:00 PM on September 22nd and 4:00 PM on September 24th will focus on Clinical Assessment and Diagnosis readings, online lecture content, and possibly, some content from the synchronous Zoom class that occurred just before it on September 22nd. After 4:00 PM on September 24th, this quiz will no longer be available to complete and you will be assigned a grade of 0 for it if you have not completed it.

Dimensions of Distress Assignment (20%): On the eClass Page you will find three case studies that describe the experiences of three different people who would receive three different psychological diagnoses. You must choose **one** of these case studies and complete the online assignment focused on them. In this assignment, you will be asked to explain the potential causes of this person's presenting problem from **two separate** perspectives. The perspectives could be biological, behavioural, lifespan/developmental, emotional/cognitive, or social. These perspectives are discussed in the second lecture in depth as well as Chapter 2 of your text book. There are examples of many of these perspectives for each psychological disorder covered in your text book and the accompanying lectures. For each perspective, you will be asked to:

1. Relate it to the specific case (e.g., what examples did you see from that specific case that could be indicative of a problem from that perspective?);
2. Describe how those causes may influence the development of the disorder for that specific case; and
3. Provide at least two peer-reviewed, academic citations that supports the role of that cause in the disorder. This includes briefly describing the article/citation, what it focuses on, and why it is relevant to that cause and/or this case.

For example, if the person in the case had Schizophrenia, you could discuss the possibility that they experience an excess of dopamine that contributes to their symptoms (i.e., a biological perspective). Alternatively, you could also discuss the possibility that they experienced excessive early life stress that contributes to the development of the disorder (i.e., a lifespan/developmental perspective), or discuss the role of poverty in the development of their problem (i.e., a social perspective), if evidence for these experiences was listed in the case study. Once you choose which perspectives you wish to draw on, you could discuss how each of these dimensions are theorized to influence the development of Schizophrenia, and find peer-reviewed citations showing that they are implicated in the disorder (e.g., a citation showing that Schizophrenia is associated with an excess of dopamine in the brain or higher rates of poverty). Please note that, because biological causes are "less visible" in the case studies, you are welcome to speculate more regarding the presence or absence of a biological cause without evidence from the case if you choose the biological perspective. However, you will still need to provide a peer-reviewed citation and discuss how it *could* be relevant to this case.

Your assignment should start by stating which case you've chosen to focus on (e.g., Case A, B, or C). You should then have two sections, one for each perspective, which covers the information requested above. **Clearly separate each perspective so that graders can tell when you are talking about one versus the other with the headings "PERSPECTIVE 1" and "PERSPECTIVE 2"**. You have a word limit of **300 words** for each perspective that you choose (**600 words total for the entire response**). You will also be asked to insert a reference listed based on APA style for everything that you referenced. This reference list is not included in your final word count. The Purdue Online Writing Lab has great examples of how to format citations [in-text](#) and [in reference list](#) form. These resources will also be posted to eClass. I will also post a guide for how to find empirical articles to eClass. A rubric used to grade the responses will be posted to eClass in the Assignments section. For each day that an assignment is late, it will receive a 5% deduction.

It is expected that the assignments will be written in an academic style. This means that overly strong claims that cannot be possibly true (e.g., "everyone with schizophrenia experiences poverty") should not be made, and other claims should be supported with a peer-reviewed citation. For example, do NOT write "schizophrenia is associated with poverty" without providing a citation that actually supports this. This means that, although you are expected to provide at least one citation for each perspective, you may need to include more to support other arguments that you are making.

Diagnosis assignment (30%):

This assignment is an opportunity for you to demonstrate the knowledge that you've acquired in understanding different psychological disorders, identifying what causes them, and planning their treatment. It has four components that will span a total of five pages, double spaced, in twelve point font, with a minimum of one inch margins.

In the first section (worth 5%), choose a **fictional** character from a popular story, television show, or movie who you believe may have a psychological disorder. Begin by explaining which character you've chosen (e.g., "Harry Potter"), what they're from (e.g., "Harry Potter and the Half Blood Prince"), and provide one or two lines that summarize the television show/movie/story premise and the character's role in it.

In the second section (worth 20%), identify which disorder you believe that they have. Go through the diagnostic criteria for that disorder (don't forget to cite the DSM-5) and indicate which specific ones they meet criteria for, providing examples. It's okay if you don't have enough evidence for every single criteria, but you should cite enough to make a compelling case that they *may* have this disorder.

In the third section (worth 20%), describe the main causes for this disorder in your own words, based on your readings from the textbook. Provide evidence that the character may have some of those causes or, if no such evidence is available, provide some speculation as to what the causes may be for this character. Provide at least **one** citation for an empirical study that supports the role of some of these components in that disorder. Speculate as to how those causes may have translated to that psychological disorder for that person.

In the fourth section (worth 40%), select a treatment that you would use to treat this character's disorder. Provide a brief sentence description of how that treatment aims to treat that particular disorder. Cite **two** empirical studies that suggest that that treatment is helpful for treating that disorder. In two to four sentences each, describe the methods and results of each of those studies, identify one or two limitations of each study and, in your own words, describe why they are problematic. **DO NOT plagiarize!** This means you must summarize the articles in your own words, not based on their abstracts.

Next, include a pdf or picture of the [first page of each article](#) (or first two pages if the abstract runs into the second page). These pages are not included in the page count of your assignment.

Insert a reference listed based on APA style for everything that you referenced. This reference list is not included in your final page count. The Purdue Online Writing Lab has great examples of how to format citations [in-text](#) and [in reference list](#) form. These resources will also be posted to eClass. I will also post a guide for how to find empirical articles to eClass.

Finally, submit your assignment to Turnitin on eClass and submit your Turnitin digital receipt with your assignment in the assignment dropbox on eClass.

The rubric that will be used to evaluate these assignments will be posted to eClass. For each day that an assignment is late, it will receive a 5% deduction.

Class Format and Attendance Policy

Weekly quizzes will involve content from asynchronous, pre-recorded lectures and may involve content from synchronous, Zoom components. Attendance at the synchronous, Zoom components is therefore 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 2021-22](#)

Missed Tests/Midterm Exams/Late Assignment:

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.

[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 2021-22 Important Dates](#)

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

Add and Drop Deadline Information

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

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Information on Plagiarism Detection

In order to maintain academic integrity with the course, you will be required to submit the written assignments to Turnitin via the 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 tests/exams in a manner that does not require consulting an unauthorised source during an examination including the text 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 PSYC 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](#).

Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in various Faculty of Health classes.
- [Peer Assisted Study Sessions \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and provide opportunities to students to work and/or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please visit our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).

Course Schedule

Week	Date	Lecture topic	Textbook readings
1	Sept. 8	Introduction to the course	Chapter 1: Pages 1-8
2	Sept. 15	Models for understanding psychopathology	Chapter 2
3	Sept. 22	Clinical assessment and diagnosis	Chapter 3
4	Sept. 29	A Critical Lens on Abnormal Psychology	Readings will be posted to eClass in the Week 4 folder: Caplan (2004); Hatzenbuehler (2009); Lane, C. (2010, May 5)
5	Oct. 6	Anxiety: Panic and Specific phobia	Chapter 5: pp. 120-128, pp. 133-148
	Oct. 13	READING WEEK: NO CLASSES OR QUIZZES	
6	Oct. 20	Anxiety: Generalized anxiety disorder, social anxiety disorder	Chapter 5: pp. 121-133 and pp. 148-155
7	Oct. 27	Mood Disorders	Chapter 8
8	Nov. 3	Somatic, obsessive compulsive, and related disorders	Chapter 6
9	Nov. 10	Trauma and posttraumatic stress disorder	Chapter 7
10	Nov. 17	Eating disorders	Chapter 9
11	Nov. 24	Borderline personality disorder and antisocial personality disorder	Chapter 13: pp. 386-391; pp. 397-409
12	Dec. 1	Psychosis	Chapter 14