

Course Syllabus: PSYCHOLOGY 3500 -- Abnormal Psychology (Fall, 2011)

Instructor: Dr. Jennifer Mather
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(Turnaround time about 24 hours)
Marking – Group Projects, Final Papers

Class Time: TR, 1340-1455, D634

Office Hours: TR, 1230-1330

Text: Barlow, Durand and Stewart, *Abnormal Psychology: An Integrative Approach*, 2nd Canadian Edition

Teaching Assistant Information:

NOTE: Due to time constraints, Teaching Assistants (TA's) will not be holding regular office hours. That being said, they will be marking the bulk of the assignments you submit. Please see the Assignment Schedule and, if you have questions regarding particular assignments, please email the TA/Instructor responsible for marking that assignment with any questions you might have.

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Marking – Tests of Terms, Outline

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Marking – Opinion Papers

Note: No questions will be answered regarding assignments after 4:00 pm the night before they are to be submitted. Additionally, if the answer to your question can be found in this syllabus or in the textbook, it is not likely that you will receive a response. Otherwise, TA's will get back to you as soon as possible.

I. Purposes of the course:

- 1) To explore the many types of abnormal behaviour.
- 2) To understand the basic terms used.
- 3) To appreciate the difficulties involved in a) tracing causes, b) making diagnoses, c) applying appropriate and adequate treatment and d) dealing with social and ethical issues.

4) To understand those with such problems as people and to begin to grasp the effects that these conditions have on them.

This course should be a useful beginning if you plan to work with individuals with behavioural problems. It is an important part of the Psychology Major, since the problems in different facets of behaviour often help us to understand the normal processes, yet, it can be the most challenging area. To understand abnormality, you must grasp normal functioning in all the areas of psychology, including social, personality, developmental, cognitive and neuroscientific. Even if you are not a Psychology Major and never formally use the information that you gain through this course, a knowledge of and sensitivity to these disorders enlarges your humanity.

The lecture part of the course and text will follow much the same progression. Since the amount of information in the text is overwhelming, some areas will be omitted and in all cases only a small part of what is there will be covered. You are still responsible for reading the relevant chapters for background and terms tests, and using them in assignments.

II. Evaluation:

In order to encourage and evaluate the learning expectations outlined on Page 1, there will be a variety of assignments. There will be no final exam. Instead, you will be evaluated by a mix of 6 short Tests of Terms, 3 Group Projects, 3 Opinion Papers, and a Final Paper including an Outline (submitted earlier in the term). 1 Bonus assignment will also be offered (see below). Particularly with Opinion Papers but generally with this kind of assignment, students often ask "what I want". There is no SINGLE RIGHT OPINION and you will be writing on a variety of topics. I am looking for clear, thorough, CRITICAL coverage and an informed presentation of ideas--not necessarily pages and pages of writing, either. Each week will include some work towards the assignments. There is an Assignment Schedule at the end of this Course Outline. Read it carefully, post it somewhere obvious and use it to keep yourself on track; your completion of assignments is YOUR responsibility.

Except for the Tests of Terms and Opinion Paper 3, ALL assignments MUST be submitted in the Psychology 3500 Drop-box by 4:00PM on the scheduled due date or the assignment will be considered late. Late assignments will be docked 5% per day and no assignment will be accepted over 3 days late without reason. Contact Dr. Mather as early as possible if you are unable to meet one of the deadlines in order to discuss excusable absences and make up assignments/marks. Most assignments will be marked and returned in under a week.

Note: The Psychology 3500 Drop-box is located in University Hall, level 8, adjacent to the "Block D" elevators.

A) **Tests of Terms** (4 marks each): There will be six short tests, 12 minutes in duration, at the beginning of the class (see the schedule below). Each will involve quickly defining and discussing four terms which have already been covered in the

course. Most of the terms will come from material covered in the previous two weeks, but, later on, they may be from any previous material. Terms will be drawn from a list of twelve possibilities which have been supplied to you at the end of this Syllabus. Each test has a value of four marks, one per term. To gain a full mark, you must:

- 1) Define the term IN TERMS OF ABNORMAL PSYCHOLOGY (discussed in class or in your textbook), and;
- 2) Bring out some point, idea or application that is important to our understanding or use of the term.

Note: Missed tests, with an approved excuse, will be made up individually with an Alternate test. Contact Dr. Mather immediately if you think you will miss a test or if you already have and have a sufficient excuse for missing the test ready – you must be able to provide evidence as to why the test was missed.

B) Group Projects (10 marks each): There will be 3 projects to be carried out in groups of five individuals. Groups will be assigned by alphabetical allocation at the beginning of the class on September 13, and 20 minutes will be given for group organization purposes. Therefore, ATTENDANCE to this class will be essential. Since the first project is to be completed by September 27, you will have to get busy and organize that day. For each of the Group Projects, class time (20 minutes) has been set aside to give you time to get organized and to get some work done. Especially if you are having trouble setting up time to meet with your group outside of class, COME TO THESE CLASSES (see schedule below).

Group projects will give you the opportunity to discuss and decide on the challenges in the three of the four areas of abnormality*:

- (1) Diagnosis
- (2) Cause
- (3) Treatment
- (4) Social/Ethical issues

*See Chapters 2, 3, 4, and 16 particularly.

Note: You will no doubt discuss the solutions, but the main focus is on the ISSUES that arise during assessment.

For each of these assignments, you will choose a different case from those in the text. See the “Clinical Cases” provided by the authors of the text (red outline textboxes sprinkled throughout most chapters) and choose only one from any chapter to ensure you examine a diverse sample of cases (Note: there are none in Chapters 2 and 4, and don’t use those in Chapter 16).

There are three parts to be completed for each assignment:

1. A short discussion of the disorder that the case is an example of (3 marks).

2. A discussion of the theoretical basis (or combination) that seems to best explain the disorder, and a discussion of why you think this theoretical basis best explains the disorder (3 marks).
3. A discussion of one of the four issues (diagnosis, cause, treatment or social/ethical).

Note: Each project will assess a new issue so that by the end of class, you have assessed 3 of the 4. Tell me which one you are doing in this section of the paper. (4 marks).

Tips for group work: Group projects depend on the organization of the people involved. To succeed, you must COMMUNICATE, COOPERATE and stay ORGANIZED. Start as soon as you are allocated to a group. Take down everyone's name and phone number. Find or coerce a leader; get an idea of who has resources such as knowledge of APA formatting, experimental methods, ethics. Choose the cases and get on with the groundwork for the first case as soon as possible.

If a group member does NONE of the work, you are not obligated to put his or her name on the project that you hand in, and I will not record that name for a grade, BUT you should consult with the person and Dr. Mather before taking such a drastic step. If, after two group assignments, the group chooses to split or to remove a member, you may do so, but again you must first consult with Dr. Mather before doing so. Depending on someone else for your grade can be tough (it can also be great!), and I want to make the process fair. Remember, though, that future employers will want to know whether you can "work with other people".

All papers should be formatted using APA formatting standards (see Resource section below) though only in the Final Paper will you be marked on this. Use this time to practice!

C) Opinion Papers: During the semester, there will be 3 opportunities for you to express your opinion on issues that cover our attitudes about Abnormal Psychology. During the first lecture (September 8) you will be asked to discuss what you feel abnormal psychology represents. This paper will not be marked but is needed for later - KEEP IT! (If you miss the class, write it on your own this week).

Twice during the semester we will have a 40 minute presentation by a panel.

- (1) The first, on September 29, will be a group from the Partnership Program of the Schizophrenia Society with a focus on IMPACT. They will discuss what it is like to have the disorder and what the effects are on family members. A paper giving your opinion on the impact of mental illness, in part given what you heard, will be due on October 11. (7 marks)
- (2) A second group, presenting on November 10, will be composed of individuals who are suffering with one of the disorders you will cover. They will present on what their situation is like, with a particular focus on COPING. Again, a paper will be written in reaction for November 22. (7 marks)

- (3) On December 8, the last class of the semester, you will be asked to write a short Opinion Paper IN CLASS on the definition and meaning of the psychological term "NORMAL", given all you have learned in the semester. Come to class prepared with all reference material you think you might need to write this paper. You are expected to consult the paper you wrote in the first class and talk about the changes you see in your opinions, then hand in BOTH. (8 marks)

These papers should be at least three pages in length and will be marked in the following way:

1. Your OPINION is clearly stated (underline it) (1 mark)
2. The REASONS you have for this opinion (3 mark)
3. EVIDENCE from the text or other REFERENCES to back it this opinion (3 marks, 4 for the last). It is expected that you exercise your critical thinking skills here, backing your opinion using evidence learned through the course/your references. Note: This is the area most students get confused about or lose marks for so pay special attention to ensure that you are backing your opinions with sound evidence while also being concise and clear.

All papers should be formatted using APA formatting standards (see Resource section below) though only in the Final Paper will you be marked on this. Use this time to practice!

D.1) **Final Paper** (20 marks): Instead of a final exam, there will be a paper where you will be expected to demonstrate your in-depth knowledge of the issues in the course as applied to one of the areas of abnormality that has been covered (See the inside cover of the textbook for specific DSM-IV-TR diagnoses). It should include some coverage of the **definitions** of abnormality, and should clearly indicate the psychological **theories** which seem to best fit the condition, and why. In addition, there should be an evaluation of the four areas covered in the Group projects--**diagnosis, cause, treatment, and ethical and social impact** -- as they apply to this disorder.

The expected length of this paper is a minimum of ten typed pages, not including the title page and References, and it will conform to APA Format. You will be marked, in part, on your APA formatting so please follow these rules stringently (use your earlier papers to practice and use the resources below to familiarize yourself with all of the protocol). You should include at least 10 references, half of which are to be from scholarly Journals (journal references taken from the web are included here, contact the library if you have questions regarding how to obtain such sources), and only one of which should be an electronic source. You may have to borrow these from local locations such as the Schizophrenia Society or AADAC, or send for them through Interlibrary Loan, so it is best to pick a topic soon and get planning.

Note: If you are in doubt about the suitability of the topic you would like to write on, please consult with Dr. Mather by email or during her Office Hours. If it's in DSM-IV-TR and there is adequate information, it will be approved. One of the biggest challenges with this project is that students often choose a subject that is too broad in nature to be thoroughly covered and assessed so, when in doubt, ask Dr. Mather.

The paper is due on December 12th at 4:00pm; no paper will be accepted after December 15th at 4:00 pm.

D.2) An outline (4 marks) is due November 29th and will be returned December 1st (no late outlines accepted). Please use point-form and be brief and concise but thorough. 1 page maximum.

E) **Bonus Assignment** (4 marks): Because many people miss class through no fault of their own, and yet there cannot be make-ups for this many assignments, you may opt to do a short Bonus Assignment to make up grades (though you do not have to miss an assignment to do it). The task is to find a recent film that features someone with a behavioural disorder who is the leading character (Rain Man and A Beautiful Mind are good examples) and discuss how and how accurately the film represents the condition that is presented. It should be two or three typed pages and should use the text and references to back up the evaluation. Please use APA formatting standards (see Resource section below). This paper is handed in at the same time as the Final Paper (or sooner), and will be graded stringently.

Grading:

When student grades come from assignments, you usually get high marks because you EARN them. If this course follows the pattern, the A range will be 85%+, the B range will be from 75% to 85%, the C range from 60% to 75%. I will ask permission of the class, during the first day, to move these grade boundaries slightly if they make better discriminators. Even with this high range, I expect that the majority of the class will earn grades within the B category. I will REPORT the distribution during the semester so you know where you stand.

Grading Scheme:

Percentage	Grade
88.6 – 100%	A
85 – 88.5%	A-
82.5 – 84.9%	B+
77.5 – 82.4%	B
75 – 77.4%	B-
71.5 – 74.9%	C+
63.6 – 71.4%	C
60 – 63.5%	C-
50 – 59.9%	D
< 50%	F

III. Personal Concerns:

As you read and listen in this course, you may get more than a touch of what is called "the intern's disease". You may feel you share the symptoms of some disorder, or that someone you know well surely has it! Remember that there are many sources of support

and knowledge if this is the case. There are many excellent counselors in the Counseling Centre in Turcotte Hall (Rm 218; Email: counseling.services@uleth.ca; Phone: 403-317-2845) -- and the service is free to students. Beyond this area, there are many support groups and advocacy organizations that work for people with different disorders, from the Alzheimer Society to the Battered Women's Shelter. No one who needs it has to go without help. If your interest is scholarly rather than personal, all these organizations are more than willing to accept volunteer help, and it is easy to organize credit for an Applied Studies course around such experiences.

IV. Attendance:

Assignment-based courses expect a steady pattern of attendance and effort. Normally, if you miss a class or test you lose the marks for that assignment. Extraordinary problems like double pneumonia or family disasters can cause a pattern of absences. In those cases, negotiation for fair assessment (such as writing an Alternate Terms Test) can be worked out if you come and discuss it with Dr. Mather as early as possible. In addition, if you have any physical or learning disability that gets in the way of fair assessment, check with the Disabilities Resource Centre, B760, 403-329-2766, and please come and discuss solutions.

V. Resources:

APA Formatting – It is recommended that if you intend to pursue a career in Psychology, especially if you plan to go to Graduate School, you should consider purchasing the most recent APA Publication Manual (6th Edition) as this will be useful for all of your upcoming writing - it is the formatting style adopted by most Psychology journals. Note: After the publication of the 6th Edition, there were a number of revisions made – be sure that you purchase the 6th Edition published after these revisions are made.

Alternatively, there are a number of useful websites available. Additionally, if these website are not able to answer any specific formatting questions you might have, you can make an appointment with either of your TA's to view their copy of the manual, but be sure to have specific questions in mind when you make these appointments.

Website: <http://owl.english.purdue.edu/owl/resource/560/01/>

DSM-IV-TR – The Diagnostic and Statistical Manual for Mental Disorders (4th Edition, Text-Revised) is the current manual used by clinicians and other professionals for the diagnoses of mental disorders. This is an incredibly expensive book to purchase but the website below has some useful, if not brief, information of the categories used and how diagnoses are performed. This manual is available in the library and one copy has been place on Reference for this class.

Website: allpsych.com/disorders/index.html

ASSIGNMENT SCHEDULE

Date	Material Covered	Presentations/Assignments	Marks
September 8	Introduction to Class; History (Ch. 1)	Abnormal Paper (not marked; KEEP for Opinion Paper 3)	
September 13	Theory, Diagnosis, Research (Ch. 2, 3, 4)	Group allocation and organization (20 minutes)	
September 15	Theory, Diagnosis, Research (Ch. 2, 3, 4)		
September 20	Theory, Diagnosis, Research (Ch. 2, 3, 4)		
September 22	Anxiety, Somatoform, Eating Disorders (Ch. 5, 6, 8)	Test of Terms 1 (first 12 minutes of class) 20 minutes of Group Time for Group Project 1	/4
September 27	Anxiety, Somatoform, Eating Disorders (Ch. 5, 6, 8)	Group Project 1 DUE (submit at beginning of class or by 4:00PM in the PSYC 3500 Drop-box)	/10
September 29		Presentation 1: Partnership Program (for Opinion Paper 1)	
October 4	Anxiety, Somatoform, Eating Disorders (Ch. 5, 6, 8)		
October 6	Substance, Personality Disorders (Ch. 11, 12)	Test of Terms 2 (first 12 minutes of class)	/4
October 11	Substance, Personality Disorders (Ch. 11, 12)	Opinion Paper 1 DUE – based on Presentation 1 (submit at beginning of class or by 4:00PM in the PSYC 3500 Drop-box)	/7
October 13	Substance, Personality Disorders (Ch. 11, 12)	20 minutes of Group Time for Group Project 2	
October 18	Substance, Personality Disorders (Ch. 11, 12)	Group Project 2 DUE (submit at beginning of class or by 4:00PM in the PSYC 3500 Drop-box)	/10
October 20	Mood Disorders (Ch. 7)	Test of Terms 3 (first 12 minutes of class)	/4
October 25	Sexual Disorders - <i>Lecture by Miranda</i> (Ch.		

	10)		
October 27	Sexual Disorders - <i>Lecture by Miranda</i> (Ch. 10)		
November 1	Mood Disorders (Ch. 7)		
November 3	Health, Schizophrenia (Ch. 9, 13)	Test of Terms 4 (first 12 minutes of class) 20 minutes of Group Time for Group Project 3	/4
November 8	Health, Schizophrenia (Ch. 9, 13)	Group Project 3 DUE (submit at beginning of class or by 4:00PM in the PSYC 3500 Drop-box)	/10
November 10		Presentation 2: Coping (for Opinion Paper 2)	
November 15	Schizophrenia - <i>Lecture by Ryan</i> (Ch. 13)		
November 17	Developmental, Cognitive Disorders (Ch. 14, 15)	Test of Terms 5 (first 12 minutes of class)	/4
November 22	Developmental, Cognitive Disorders (Ch. 14, 15)	Opinion Paper 2 DUE - based on Presentation 2 (submit at beginning of class or by 4:00PM in the PSYC 3500 Drop-box)	/7
November 24	Developmental, Cognitive Disorders (Ch. 14, 15)		
November 29	Developmental, Cognitive Disorders (Ch. 14, 15)	Outline for Final Paper DUE (submit at beginning of class or by 4:00PM in the PSYC 3500 Drop-box)	
December 1	Legal and Ethical Issues (Ch. 16)	Test of Terms 6 - last one! (first 12 minutes of class)	/4
December 6	Legal and Ethical Issues (Ch. 16)		/4
December 8	Opinion Paper 3 - IN CLASS!	Opinion Paper 3 DUE BRING Abnormality Paper from September 8 th !! - (submit at end of class)	/8
December 12	Final Paper	Final Paper DUE by 4:00PM Note: Last day for submission of Bonus Assignment	/20 /4

Terms Tests	
Terms Test 1 (September 22)	
Suffering	Reliability
Witchcraft	Bias
Bedlam	Epidemiology
Defense mechanism	Reinforcement
DSM-IV	MMPI
Placebo effect	ECT
Terms Test 2 (October 6)	
Phobia	Cortico-striatal-thalamic circuit
Hypochondria	Binge-purge cycle
Compulsion	Self-esteem
Panic Attack	Glove anesthesia
Agoraphobia	Repressed memory
Meditation	Amnesia
Terms Test 3 (October 20)	
ADHD	Withdrawal
Brain Pleasure Centre	Alcoholics Anonymous
Axis II	Psychopath
Norms	Fearlessness hypothesis
Comorbidity	Gender bias
Nicotine dependence	Schizotypal
Terms Test 4 (November 3)	
Transvestic Fetishism	Learned helplessness
Pedophilia	MAO inhibitor
Masochism	Phototherapy
Cultural influence	Crisis line
Gender Dysphoria	Aboriginal teens
Premature ejaculation	Repression
Terms Test 5 (November 17)	
Hallucination	Echolalia
Downward drift	Refrigerator mother
Dopamine	Type A personality
Expressed emotion	Psychoneuroimmunology
Suicide risk	Longitudinal study
Deinstitutionalization	Burnout
Terms Test 6 (December 1)	
Hippocampal degeneration	Informed consent
Head Start	Stigma
Sleep apnea	Child abuse reporting
Dementia	High-risk children
Genetic risk	Resilience
NGRI (NCRMD)	Diathesis-stress models