



PSY 240H1 F - Introduction to Abnormal Psychology

Tuesdays 2pm-5pm on Zoom

Contact Information

<p>Instructor: Mireille Babineau, Ph.D., Psy.D. Assistant Professor of Psychology, Teaching Stream, CLTA University of Toronto, St. George mireille.babineau@utoronto.ca</p>	<p>Teaching Assistant(s): Youval Aberman y.aberman@mail.utoronto.ca Holly McDougall Samantha Rundle samantha.rundle@utoronto.ca</p>
<p>Office Hours: Tuesdays 12:30-13:30</p>	<p>Office Hours: TBA</p>

Course Description, Goals, and Prerequisites

This course offers a critical survey of concepts, theories, and the state of research in the area of mental disorders and therapeutic methods. The goal is to present an overview of many of the most common psychological disorders and the theories behind their occurrence. Categories of mental disorders covered in this course include: Mood and Anxiety Disorders, Schizophrenia and other Psychotic Disorders, Eating Disorders, Alcohol and Substance Use Disorders, Dissociative and Somatic Disorders, Disorders of Childhood and Adolescence, Sexual and Gender Identity Disorders, and Personality Disorders. Using the DSM-5 diagnostic criteria, you will learn the core features of each disorder and the assessment methods used to determine clinical significance for these conditions. Other course goals include learning the major etiological theories, clinical and behavioral manifestations, and treatment approaches for each condition covered. We will also discuss some deeper philosophical questions about the nature of abnormality and controversies about diagnostic classification and examine depictions of mental illness in media.

Prerequisite(s): PSY100H1/COG250Y1. The Department of Psychology requires that prerequisites be followed at all times. If you lack prerequisites, you may be removed from the course, especially if there are waitlists. Please see the undergraduate psychology advisor for more information (Tamara Ferguson, SS 4014, undergrad@psych.utoronto.ca).

Reading Material/Textbook

Dozois, D. J. A. (2018). *Abnormal psychology: Perspectives* (6th Ed.). Don Mills, ON: Pearson Education Canada. (There are multiple formats available: hard-cover, soft-cover, used).

Note: This textbook is essential for performance on quizzes, tests, and exams. If there is an online package (offered as a bundle with the textbook) it is not a required addition to the textbook. Students are also responsible for lecture content, which add to the textbook material.

Notes on lecture content: Lectures will consist of lectures, case presentations, class discussions, video demonstrations of mental disorder symptoms and other techniques and

controversies. Lectures will cover material from the textbook with additional material added, which will also be testable material. The instructor notes that lectures can cover some sensitive material at times (e.g., self-injury, suicide, sexual disorders, and violent behavior). If these topics are sensitive to you, you are free to remove yourself from the lecture at any time at no consequence.

Course Evaluation/Marking Scheme

Evaluation	Description	Weight
Online Quizzes	Two quizzes, based on the textbook material only, will be used to help students keep up to date with reading assignments. The quizzes will consist of 25 multiple choice questions and will be completed on Quercus. Time limit of 40 minutes.	15%
Brief assignment	A brief, 4-page maximum assignment (double-spaced) designed to help students apply the knowledge of assessment and diagnostic criteria in the course. Students will argue in favor or not of a DSM-5 disorder being applied for a fictional character depicted in a recent TV show/movie using observable examples from the medium selected.	15%
Midterm Test	Midterm evaluation based on textbook and lectures materials.	30%
Final Exam	Final exam evaluation based on textbook and lecture materials.	40%

Lectures will be delivered online synchronously at a scheduled time, from 2pm-5pm on Tuesdays. Students who cannot attend can watch the recorded lectures asynchronously. Students are expected to complete all assigned readings before each lecture. Please note that the lectures may be the only source of information for certain topics covered. The lecture slides are provided on Quercus to assist in understanding the material.

Online Quizzes (15%): The two quizzes will have questions in two formats (e.g., multiple choice, true/false) and assess your ability to integrate material directly from your textbook chapters. Quizzes will be completed through links posted on Quercus. You have only one attempt to complete each quiz and a time limit of 40 minutes. Each quiz must be completed on your own time but will have a specific due date (end of day [11:59 PM] on the days noted below). The dates were selected to spread out the evaluations for the course. After the due date, you will be able to view feedback for your responses. It is expected that these quizzes will be completed individually.

Brief Assignment (15%): This brief assignment is designed to help you apply the DSM-5's diagnostic criteria as if you were completing a diagnostic assessment, but we will use fictional TV/movie characters of your choice instead. The idea is to choose a character that you reasonably believe might have symptoms of major mental disorder and then, using the DSM criteria the characters demographics, come to a conclusion about whether they in fact meet probable diagnostic criteria or not. The real goal of the assignment is to establish a discussion and use logic more so than apply an accurate diagnosis, and even if the character does not meet criteria based on your argument, you will still make at least one treatment recommendation since you do not necessarily need to meet DSM criteria to seek treatment. The general flow of the assignment will involve three sections: (a) details about the character's demographic and social history, (b)

exploration of DSM-5 diagnosis, (c) discuss one treatment recommendation based on your findings. More information will be provided in a separate document.

Term Test (30%) and Final Exam (40%): The term test and final exam will consist of multiple choice questions and several short answer questions. Both examinations will cover material that is included in both the assigned readings and lectures, with few exceptions. The final exam will mostly focus on new material presented in the second half of the course but may involve terms and knowledge obtained from the first half. Students may benefit from resources at the Academic Success Centre (<http://www.asc.utoronto.ca/>) for advice on effective study skills.

Course Webpage/Quercus

The website associated with this course is accessible via <http://q.utoronto.ca>

Health and Safety Policies

Students will show their green UCheck confirmation screens when entering the classroom. Students who are not be able to provide this confirmation for technical reasons will need to verbally confirm that they have met all the requirements.



- Non-medical mask is required in learning and teaching environment
- Cloth masks should adhere to the guidelines for such masks as recommended by public health authorities (e.g. must cover nose, mouth and chin without gapping; high thread count; as least 2 layers)
- Accommodations will be made for those who cannot wear face masks for medical, religious, or disability related reasons.
- Physical distancing is still required in common indoor spaces outside of the classroom (e.g., hallways, lobbies).



- All members of the community must have received their **first dose by Sept. 13** and be **fully vaccinated by Oct. 15**
- Those seeking an **exemption** for reasons protected under the Ontario Human Rights Code can place requests through the University's Enterprise Service Centre (ServiceNow)
- **Proof of vaccination** can be a photograph of a paper vaccination receipt or an emailed electronic receipt. Those vaccinated in Ontario can generate and download their vaccine receipts [here](#)
- Starting Sept. 6, UCheck will include a **vaccination declaration and upload system**. You only need to upload vaccination receipts once per academic year
- Those who are not fully vaccinated are required to submit photographic evidence of a negative result from **rapid antigen screening** from within the last 72h via UCheck before entering campus



- Before entering campus, everyone is expected to complete **UCheck** health screening
- UCheck asks you not to go to campus if you are currently experiencing any symptoms, have traveled outside of Canada in the last 14 days, have been told to isolate by a health professional, or have tested positive in the last 10 days
- If you are not fully vaccinated, UCheck asks you not to go to campus if you live with someone who is experiencing symptoms, or you have received a COVID alert

Video Recording

Do not post course materials on third-party websites or make recordings without permission

Please be aware that course lectures and lecture materials are the property of the course instructor. Copying lectures and/or lecture slides is for personal use only. Selling or posting recordings or slides to a third-party website or Facebook class page is a violation of the instructor's intellectual property and is strictly prohibited.

Office Hours, Email and Course Communication

Please feel free to 'visit' me or the TAs during our office hours. These are hours that we dedicate to being available to answer questions pertinent to the class – you do not need to make an appointment. I will be happy to answer any question to clarify your understanding of the readings and lecture material during my office hours. I also generally reserve the last few minutes of class to answer student questions.

The TAs' office hours will be focused on helping you prepare for assignments and will be concentrated in the weeks leading up to assessments. If you have specific questions about an assignment or test, you should attend the TAs' office hours, or request a meeting. TA hours will be announced in class and on Quercus at least a week in advance.

Questions pertaining to the syllabus, course material, and assignments are best shared with the class. You should be prepared to ask these questions during class or on the Quercus discussion board. This way, all students will benefit from the reply, whether from the instructor, TAs, or your fellow students.

Email Policy

I limit the use of email in my teaching, because I believe that encouraging you to meet with me and the TA in person will foster a more collegial atmosphere and improve learning. Use email only to ask simple questions requiring a reply of 2 sentences or less. If your email requires a longer response we will ask you to schedule a meeting or visit office hours.

Inquiries about grading should be directed to the TAs (y.aberman@mail.utoronto.ca, samantha.rundle@utoronto.ca). Any other emails should be sent to both the TA and the instructor (mireille.babineau@utoronto.ca). Please allow a minimum of 2 business days response time.

Please help us to respond quickly and effectively to your emails by using the subject line PSY240: Reason for Email (e.g., "PSY240: Question about the test"). Send your emails with your U of T email address. Emails not sent from a U of T account are not guaranteed an answer. Please follow these guidelines to prevent your email from being accidentally labeled as spam.

Late/Sick Policy

Specific Medical and Personal Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. I will ask you for medical documentation in support of your specific medical circumstances, as discussed below. There may also be times when you are unable to complete course work on time due to non-medical reasons. In this case, I will ask you to meet with your College Registrar's office, as discussed below. Special accommodations can be made for students who are experiencing inordinate difficulties due to the COVID19 pandemic.

(1) For **uncomplicated medical issues**, students should declare their absence through ACORN.

I will accommodate any absence in the same way I would in pre-covid times for an illness (e.g. supply my slides, recommend that you get notes from a classmate, schedule a make up assessment, reweighs assessments).

(2) For **more complex medical issues** (e.g., long-term illness or injury), **non-medical issues** (e.g., family emergencies) & **any situations for which the above criteria for medical documentation cannot be met**, I ask students to meet with their College Registrar. Your registrar can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with your situation. If the registrar believes an extension or accommodation is appropriate, they can contact me directly to ask for special consideration on your behalf.

Examination Policy and Re-grade Requests

Missed Midterm Examination Policy:

A make-up midterm examination will be held approximately 10 days after the date of the regular midterm. Students will be permitted to take the make-up exam only if they were absent on the date of the midterm exam due to a verified illness, a serious family emergency (e.g., death of a close family member), or religious observances. For absences due to illness, students must declare their absence on ACORN. Students who miss the midterm exam must contact Mireille Babineau via email within three business days of the midterm date. Students who do not follow these instructions may not write the make-up midterm exam. In addition, those students who miss the make-up midterm exam will not have another opportunity to receive a grade for this evaluation.

Midterm Viewing and Requests for Re-grading: A midterm viewing will be held once both the midterm and make-up midterm has been completed. Requests with appropriate justification for the re-grading can be made at this time and within 2 weeks of returning the midterm/assignment. Potential outcomes include the grade remaining the same, the grade being raised, or the grade being lowered. A rubric will be used for the brief assignment and you may contact the TA who graded your brief assignment if you feel the mark you received does not appropriately outline the deductions. Because the final exam for this course is restricted, you must submit a formal viewing request to the Faculty of Arts and Science (<http://www.artsci.utoronto.ca/current/exams/examview>)

Academic Resources

Accessibility Needs:

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (www.accessibility.utoronto.ca) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Writing:

As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/> .

Academic Integrity and Plagiarism:

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at www.writing.utoronto.ca/. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

Other Resources

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.studentlife.utoronto.ca/asc>)

Counselling and Psychological Services (<http://www.studentlife.utoronto.ca/hwc>)

Community Safety Office (<http://www.communitysafety.utoronto.ca/about-us.htm>)

Family Care Office (<https://familycare.utoronto.ca/>)

First Nations House (<http://www.studentlife.utoronto.ca/fnh>)

Your safety and wellbeing are paramount while you are at the University of Toronto. If you or someone you know is experiencing distress, you can call Campus Police at 416-978-2222, use distress center lines (e.g., Good2Talk 1-866-925-5454), or if the situation is urgent, call 911 or seek out the nearest emergency room. For more info, visit:

<https://www.studentlife.utoronto.ca/feeling-distressed>

Ouriginal

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Religious Accommodation

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Course Outline/Schedule

Date	Topic	Assignments
September 14 th	Introduction to the Course Conceptualizations of Abnormal Behaviour	Chapter 1
September 21 st	Classification and Diagnosis Theories of Abnormal Behaviour	Chapter 3 (skip pp.53-56, list of DSM categories) Chapter 2
September 28 th	Assessment and Research Methods Neurodevelopmental Disorders	Chapter 4 Chapter 14
October 5 th	Disorders of Childhood	Chapter 15 Quiz 1 due (Chapters: 1-4)
October 12 th	Anxiety Disorders	Chapter 5
October 19 th	Midterm Test (during class time, no lecture)	Covers Chapters: 1-5, 14-15
October 26 th	Mood Disorders and Suicide	Chapter 8
November 2 nd	Schizophrenia and Psychotic Disorders	Chapter 9
November 9 th	Reading week	
November 16 th	Personality Disorders	Chapter 12 Quiz 2 due (Chapters: 8 & 9)
November 23 rd	Substance use Disorders	Chapter 11 Brief assignment due
November 30 th	Dissociative and Somatic Disorders	Chapter 6
December 7 th	Sexual & Gender Identity Disorders Review of Therapies	Chapter 13 Chapter 17
TBA	Final Exam	Covers Chapters: 6, 8-13, 17