



PSY240H1S Introduction to Abnormal Psychology

Summer 2023 – Online Asynchronous

Contact Information

Instructor: Dr. Taryn E. Grieder, M.Ed., Ph.D.

Contact: taryn.grieder@utoronto.ca

Office hours: By appointment – video conference or phone appointments available

Teaching Assistants:

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Course Information

Lectures, assessments and course discussion/participation will be delivered using Quercus. Students will have the opportunity for synchronous online office hours to ask questions and clarifications about course content. Students need the ability to read and edit PDFs or Powerpoint slides and use Quercus for submission of assessments.

Course Description, Goals, and Prerequisites

This course studies clinical syndromes ranging from the mild patterns of personality pathology to the more severe disorders. In addition, the techniques involved in the assessment, diagnosis and prevention of disorders and the types of therapy available will be examined.

Topics include the definition of abnormal behaviour, causes and treatment of psychological disorders, diagnosis and assessment, incidence and prevalence, biological and psychological interventions, prevention, and legal and ethical issues.

Objectives:

The goals of the course are to gain 1) knowledge of theoretical approaches for diagnosing abnormal psychological behaviour; 2) knowledge of the nature and interactions of abnormal psychology with the individual and society; 3) knowledge of the predisposing factors, symptoms, diagnostic criteria, and pathological features of psychological disorders; 4) an understanding of the range of treatment options available for clinical syndromes.

Note about prerequisites: It is your responsibility to ensure that you have met **all** prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you **WILL BE REMOVED**. No waivers will be granted.

Reading Material

The recommended (but not required) textbook for this course is:

Barlow DH, Durand VM, Stewart SH, Lalumière ML (2020) *Abnormal Psychology: An Integrative Approach*, 6th Canadian Edition, Toronto: Nelson Education. ISBN-13: 978-0176873219

Course Evaluation/Marking Scheme

Participation - 5% - ongoing

Commentary Assignment - 20% - July 18th

Midterm Assessment - 25% - July 25th

Case Study Assignment - 25% - August 8th

Final Assessment - 25% - TBA (August 17th – 25th)

Lectures: PowerPoint and PDF slides will be posted along with the video lecture by the date stated in the course schedule (found below). The slides should be downloaded and/or printed to facilitate with note taking. Please note that if you do not understand a particular concept as it is presented, please ask questions! It is your responsibility to let us know if you do not understand a particular concept or idea.

Any posted lecture videos and slides are only for the exclusive use of enrolled students, for their personal learning. Lecture videos and slides are not to be shared in any way beyond enrolled students. I do not want to discover that a student has put any of our course materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support the instructor in asserting and pursuing their rights, and their copyrights, in such matters.

Participation: There will be 1-2 short reflection questions given for each class to be completed online. Students will reflect on a topic covered in class, applying the course material to their response. Students will have at least 24 hours to respond to these discussion questions on Quercus (see the course schedule, below).

Online assessments: There will be two online assessments in this course. The assessments will have a combination of multiple choice and written response questions (with a strict word limit). Written response questions will involve some definitions and descriptions of psychological concepts, and also some analysis of case studies in which you will be asked to analyze fictitious patients, diagnose their most likely disorders, and suggest a first course of treatment. On the assessment day you will have 3 hours to complete the assessment on Quercus, individually, using your lecture slides and notes only, and writing *in your own words*. You will not need to provide citations and should not be using any outside sources. The assessments are not cumulative and will cover lecture material only. It is expected that students will use their own course materials (ex. Lecture notes) to assist in their writing the tests, which will be more about your ability to *apply* your knowledge than rote memorization.

Case Study Assignment: You will analyze a real or fictional person with one of the psychological disorders discussed in this course. Please see the case study assignment outline for further details, which is available for download on Quercus.

Commentary Assignment: The research commentary assignment is a commentary on a recent primary research article of your choice that examines an issue related to the course (ie. is an experiment that produced new research on a psychological disorder, prevention, or treatment). Please see the commentary assignment outline for further details, which is available for download on Quercus.

Course Webpage/Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates.

The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular basis.

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

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact the instructor and TAs as soon as possible if you think there is an error in any grade posted on Quercus.

Course Outline/Schedule

Every effort will be made to manage the course as stated, however, adjustments may be necessary. If so, students will be advised and alterations announced on Quercus prior to implementation.

Date	Topic	Related Textbook Chapter
July 4	Introduction/Overview What is abnormality?	Chapters 1 & 2
July 6	Theories of Abnormality, Diagnosis and Research Methods	Chapters 3 & 4
July 11	Anxiety Disorders Health Psychology	Chapter 5 Chapter 18
July 13	Somatic Symptom Disorders Dissociative Disorders	Chapter 6 Chapter 7
July 18	Mood Disorders Commentary Assignment due	Chapter 8
July 20	Personality Disorders Schizophrenia	Chapter 13 Chapter 14
July 25	Midterm Assessment	
July 27	Substance Use Disorders	Chapter 11
August 1	Eating Disorders Sexual & Gender Disorders	Chapter 12 Chapter 11
August 3	Developmental Disorders Neurocognitive Disorders	Chapter 15 Chapter 16
August 8	Therapies & Prevention Case Study Assignment due	Chapter 17
August 10	Mental Disorders & the Law	
August 17-25	Final Exam (Date TBA)	

Course Policies

Accommodations and 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) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. 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 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 needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

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 cultural and religious traditions. 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 (such as 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.

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise their instructor of their absence.

If an absence extends beyond **7** consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

Missed Midterm

Students who miss the midterm must declare their absence on ACORN and contact the instructor within one week of the missed test. Students will then have the opportunity to write a make-up test.

Penalties for Lateness

A penalty of 10% per calendar day, up to and including the last day of classes, will be applied for late assignments. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counselor on behalf of the Department. Any term work that will be handed in after the final day of classes is subject to a petition for extension of term work.

This petition should be filed with the student's College Registrar's Office.

Original

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 website (<https://uoft.me/pdt-faq>).

Contact

All communication should be sent via University of Toronto email addresses only. Please include "PSY240" in the subject line, and do not send messages through Quercus/Canvas (as they often get filtered as spam/junk). The University requires that all students have a U of T email address and check it regularly; it is the only address to which official university communications will be sent. If you are unable to attend office hours or would like to discuss matters concerning the course directly, please email us to schedule an appointment.

Requesting a Regrade

If you think an assessment has been incorrectly marked, you can request a regrade. In this case, you must first review your assessment with the TA. Following review with the TA, if you wish to have your assessment reviewed by the instructor, please submit a request by email within 2 weeks of the grade return date.

Video recording and sharing (download and re-use prohibited)

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about the recording and use of videos in which you appear, please contact your instructor.

Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Academic Resources

Writing:

As a student here at the University of Toronto, you are expected to produce well-written assignments. The university provides its students with multiple 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 <http://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 <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>

Mental Health and Well-being

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. In fact, these are the types of issues that we will be exploring in this course, which also may be “triggering” for some individuals. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of life – especially university life! Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress.

An important part of the University experience is learning how and when to ask for help. There are many helpful resources available at the University of Toronto, such as:

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>)