



PSY 240H1 S - Introduction to Abnormal Psychology

Tuesdays 11h30am-1pm (AH 400) & Thursdays 11h30am-1pm (SS 2135)



Instructor :

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Office Hours:

Mondays 1pm-2pm
Other office hours will be held before tests/assignments

Teaching Assistants:

- Bailey Agard: bailey.agard@utoronto.ca
- Holly McDougall: holly.mcdougall@mail.utoronto.ca
- Alex McArthur: alex.mcarthur@mail.utoronto.ca

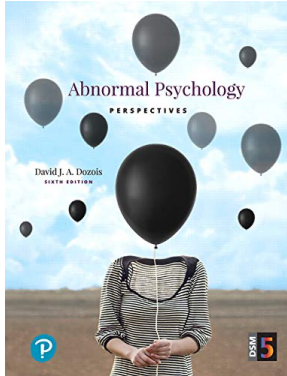
Office Hours: To be held before and after tests/assignments; TBA on Quercus.

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/ PSY100Y5/ PSYA02H3 Exclusion PSY240H5/ PSYB32H3. 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 Psychology Undergraduate Administrator for more information (Tamara Ferguson, SS 4014, psy.undergrad@utoronto.ca).

Reading Material/Textbook



Dozois, D. J. A. (2018). *Abnormal psychology: Perspectives* (6th Ed.). Don Mills, ON: Pearson Education Canada.

Notes: This textbook is essential for performance on the quiz, tests, and exam. 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. Students can also use the newer version of the textbook (2022) since only minor changes have been done to the content.

Lecture content: Lectures will consist of lectures, case presentations, class discussions, video demonstrations of mental disorder symptoms and other techniques. Lectures will cover material from the textbook with additional material added, which will also be testable material. Note that lectures can cover some sensitive material at times (e.g., self-injury, suicide, 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	Date
Quiz	Quiz based on the textbook material only. <ul style="list-style-type: none"> - Online on Quercus - Open book - 25 multiple choice questions - Time limit of 45 minutes 	10%	Available for 1 week, deadline: Jan. 26 th
Term test 1	Midterm evaluation based on textbook and lectures (Chapters 5, 14, 15). <ul style="list-style-type: none"> - In-person & closed book - MC questions & short-essay questions - Time limit of 60 minutes 	20%	Feb. 14 th
Term test 2	Midterm evaluation based on textbook and lectures (Chapters 8, 9, 12). <ul style="list-style-type: none"> - In-person & closed book - MC questions & short-essay questions - Time limit of 60 minutes 	20%	March 21 st
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 <u>observable examples</u> from the medium selected.	15%	March 28 th
Final Exam	In-person final exam evaluation based on textbook and lecture materials. <ul style="list-style-type: none"> - Closed book - Cumulative (Chapters 5-6, 8-9, 11-12, 17) 	35%	TBA

Lectures will be delivered in person at a scheduled time, from 11h30am to 1pm on Tuesdays and Thursdays. Students who cannot attend can watch the recorded lectures. 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. The lecture slides are provided on Quercus to assist in understanding the material.

Online Quiz (10%): The quiz will have questions in two formats (e.g., multiple choice, true/false) and assess your ability to integrate material directly from your textbook chapters. The quiz will be completed through links posted on Quercus. You have only one attempt to complete it and a time limit of 45 minutes. It must be completed on your own time but will have a specific due date (end of day [11:59 PM] on the day noted below). The date was 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 the quiz 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 on Quercus.

Term Tests (2 x 20%) and Final Exam (35%): The term tests and final exam will consist of multiple-choice questions and several short answer questions. All examinations are closed book. They will cover material that is included in both the assigned readings and lectures. The final exam will mostly focus on new material presented in last three chapters but will be cumulative in nature, i.e. it will involve knowledge obtained from the chapters covered by the term tests. 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>

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. 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.

(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 Term Tests Examination Policy:

A make-up tests 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 and contact Mireille Babineau via email within one week 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.

Term Tests Viewing and Requests for Re-grading: A test viewing will be held once both the term term and make-up term test 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>

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 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
Tuesday Jan. 10 th	Conceptualizations of Abnormal Behaviour Classification and Diagnosis	Chapters 1 & 3
Thursday Jan. 12 th	Conceptualizations of Abnormal Behaviour Theories of Abnormal Behaviour	Chapters 1 & 2
Tuesday Jan. 17 th	Theories of Abnormal Behaviour	Chapter 2
Thursday Jan. 19 th	Assessment & Research Methods	Chapters 3 & 4
Tuesday Jan. 24 th	Neurodevelopmental Disorders	Chapter 14
Thursday Jan. 26 th	Neurodevelopmental Disorders	Chapter 14 Quiz 1 (Chapters 1-4)
Tuesday Jan. 31 st	Disorders of Childhood	Chapter 15
Thursday Feb. 2 nd	Disorders of Childhood	Chapter 15
Tuesday Feb. 7 th	Anxiety Disorders	Chapter 5
Thursday Feb. 9 th	Anxiety Disorders	Chapter 5
Tuesday Feb. 14 th	One-hour Midterm in-person (closed book)	Content covered: Chapters 5, 14, 15
Thursday Feb. 16 th	Impact of the COVID-19 pandemic Guidelines for brief assignment	Extra content provided in "Modules"
Tuesday Feb. 21 st & Thursday Feb. 23 rd	Reading week	
Tuesday Feb. 28 th	Mood Disorders and Suicide	Chapter 8
Thursday March 2 nd	Mood Disorders and Suicide	Chapter 8
Tuesday March 7 th	Schizophrenia & Psychotic Disorders	Chapter 9
Thursday March 9 th	Schizophrenia & Psychotic Disorders	Chapter 9
Tuesday March 14 th	Personality Disorders	Chapter 12
Thursday March 16 th	Personality Disorders	Chapter 12
Tuesday March 21 st	One-hour Midterm in-person (closed book)	Content covered: Chapters 8, 9, 12
Thursday March 23 rd	Substance use Disorders	Chapter 11
Tuesday March 28 th	Dissociative and Somatic Disorders	Chapter 6 Brief assignment due
Thursday March 30 th	Dissociative and Somatic Disorders	Chapter 6
Tuesday April 4 th	Review of Therapies	Chapter 17
Thursday April 6 th	Review of Therapies	Chapter 17
TBA	Final Exam	Chapters: 5-6, 8-9, 11-12, 17