



PSY 240H1 S - Introduction to Abnormal Psychology

Wednesday 6pm-9pm (SS 2102)

Contact Information



Instructor :

Mireille Babineau, Ph.D., Psy.D.
Assistant Professor of Psychology, Teaching Stream, CLTA
University of Toronto, St. George
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Office Hours:

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

Teaching Assistants:

- Katherine Alonso : katherine.wadealonso@mail.utoronto.ca
- Debanjan Borthakur: debanjan.borthakur@utoronto.ca
- Jesse Whiteman: jesse.whiteman@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



Perspectives in
PSYCHOPATHOLOGY
SEVENTH EDITION



David J. A. Dozois

Dozois, D. J. A. (2022). *Perspectives in Psychopathology* (7th 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 older version of the textbook (2018) 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
Quizzes	Each quiz is based on the textbook material only. <ul style="list-style-type: none"> - Online on Quercus - Open book - Multiple choice questions - Time limit of 45 minutes 	15%	Available for 1 week, deadline: January 31 st & March 6 th
Midterm	Midterm evaluation based on textbook and lectures <ul style="list-style-type: none"> - In-person & closed book - MC questions & short-essay questions - Time limit of 2.5 hours 	30%	Feb. 14 th
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 27 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) 	40%	TBA

Lectures will be delivered in person at a scheduled time, from 6pm to 9pm on Wednesdays. 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 Quizzes (15%): The 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. The quizzes will be completed through links posted on Quercus. You have only one attempt to complete each one 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 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 on Quercus.

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.

Rules

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.

Cell Phones and Laptop Usage

Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for purposes unrelated to the class. Do not display any material on a laptop which may be distracting or offensive to your fellow students.

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. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://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 me as soon as possible if you think there is an error in any grade posted on Quercus.

Course Material

Course materials are provided for the exclusive use of enrolled students. These materials should not be reposted, shared, put in the public domain, or otherwise distributed without the explicit permission of the instructor. These materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Students violating these policies will be subject to disciplinary actions under the Code of Student Conduct.

Video Recording

Do not post course materials on third-party websites or make recordings without permission. This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. 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.

Plagiarism Detection Tool:

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>).

Academic Integrity and Plagiarism:

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, 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 [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

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 Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Accommodation for Personal Reasons

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 other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

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 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.

Missed Term Test

If a student misses a term test, cannot complete the make-up term test, and can provide acceptable documentation, their remaining term test will be reweighted. Exceptional circumstances that lead to missing both term tests will be handled on a case-by-case basis, with input from the student's registrar.

Late Assignments

If you are submitting your brief assignment late, the time at which your assignment is considered submitted is based on the online timestamp. There is a late penalty of -5% per day.

Examination Policy and Re-grade Requests

Missed Midterm Examination Policy:

A make-up midterm examination will be held approximately 2 weeks after the date of the regular midterm. Students will be permitted to take the make-up test 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 test must 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 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 have 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. 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

Students with Disabilities or Accommodation Requirements:

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 <https://studentlife.utoronto.ca/department/accessibility-services/>. 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.

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/>.

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. 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 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.

There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feeling-distressed>). An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

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>

Course Outline/Schedule

Date	Topic	Assignments
January 10 th	Conceptualizations of Abnormal Behaviour Classification and Diagnosis	Chapters 1 & 3
January 17 th	Theories of Abnormal Behaviour Assessment & Research Methods	Chapter 2 & 4
January 24 th	Neurodevelopmental Disorders	Chapter 14
January 31 st	Disorders of Childhood	Chapter 15 Quiz 1 (Chapters 1-4)
February 7 th	Anxiety Disorders	Chapter 5
February 14 th	2.5hr Midterm in-person (closed book)	Content covered: Chapters 1-5, 14, 15
February 21 st	Reading week	
February 28 th	Mood Disorders	Chapter 8
March 6 th	Schizophrenia & Psychotic Disorders	Chapter 9 Quiz 2 due (Chapters: 8 & 9)
March 13 th	Personality Disorders	Chapter 12
March 20 th	Substance use Disorders	Chapter 11
March 27 th	Dissociative and Somatic Disorders	Chapter 6 Brief assignment due
April 3 rd	Review of Therapies	Chapter 17
TBA	Final Exam	Chapters: 5-6, 8-9, 11-12, 17