



PSY440 L0101 Abnormal Psychology Seminar Summer 2023

Contact Information

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

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Office hours: Before and after class, and by appointment

Course Description, Goals, and Prerequisites

This seminar course will utilize active learning techniques to provide an evidence-based overview of the concepts of “stress” and “trauma”, and their complex relationship with neurological functioning, mental health and various psychological disorders. A critical review of prevalent theories and application of concepts will provide students with an understanding of how stress and trauma are operationalized from neurobiological, psychological, and integrative perspectives; and, how they increase the risk and severity of abnormal psychological disorders. Ultimately, students will come to understand the complexity of the individual stress response and explore the importance of adopting a biopsychosocial perspective of prevention and treatment in vulnerable children and adults.

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

Reading Material

There is no textbook for this course. All readings will be available online through the library and/or on Quercus.

Course Evaluation/Marking Scheme

Discussion posts - 10%

Group-led seminar presentation - 15% (including peer and self-evaluation)

Commentary assignment - 20%

Individual presentation - 15%

Applied learning activity - 10%

Participation - 5% (includes self-reflection): Ongoing

Review paper - 25%

There will not be a final exam for this course.

Course Webpage/Quercus

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

Note: In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the help site.

Course Policies

Penalties for Lateness

A penalty of 10% per calendar day up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration was successful. Any term work that will be handed in **after** the final exam period 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>).

Academic Resources

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.

Writing:

As a student here at the University of Toronto, you are expected to have strong writing skills. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centers 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 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

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.

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. An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of these and other available resources.

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

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

Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>)

Course Outline/Schedule

Please note that this outline is subject to change depending on the needs of the class. Any changes will be announced in class and on Quercus.

Date	Topic	Assessments
May 9	Introductions & Overview	
May 11	Stress and Neuroplasticity	Discussion 1
May 16	Addictive Behaviours	Discussion 2; Group-led Seminar Presentation
May 18	Anxiety Disorders	Discussion 3; Group-led Seminar Presentation
May 23	Personality Disorders	Discussion 4; Group-led Seminar Presentation
May 25	Mood Disorders	Discussion 5; Group-led Seminar Presentation
May 30	Somatic & Dissociative Disorders	Discussion 6; Group-led Seminar Presentation
June 1	Applied Learning Activity (ALA)	ALA; Commentary Paper due
June 6		Individual Presentations
June 8		Individual Presentations
June 13		Individual Presentations
June 15	Wrap up	Review paper due

Details on Assessments

Discussion posts will demonstrate a student's understanding of the assigned readings and are due prior to class. These will be completed on Quercus. There will be no opportunity to make up for missed discussion posts, so students are encouraged to complete the readings and their discussion post well in advance of the due date.

Group-led seminar presentations will involve facilitating discussion of research related to the week's topic. Peer evaluation and self-evaluation will account for part of each student's mark.

Commentary paper: Students will choose a recent, original research article that is relevant to the course and write a 4-5 page commentary paper on it. The major points should be highlighted and potential implications and significance commented on. This paper will be submitted to Ouriginal for plagiarism detection.

Individual presentation: Students will give a 3 minute thesis (3MT)-style presentation of their analysis of their commentary paper to the class. This presentation should increase the class's knowledge and understanding of the chosen topic in a way that demonstrates, and elicits, enthusiasm about the material.

Applied learning activity: Students will demonstrate their knowledge and understanding of the course material by evaluating case studies and answering questions about them, using course material in their answers. This assessment will be timed and completed on Quercus.

Review paper: Students will focus on course-related topic (ie. the relationship of stress and/or trauma to the development of a psychological disorder) and write a comprehensive review paper on it. The review should be approximately 8-10 double-spaced pages, not including title page and references. This paper will be submitted to Ouriginal for plagiarism detection.

Participation will be assessed throughout the term. Students are expected to participate during group and individual presentations in a respectful manner, and to attend all course meetings.