 COURSE INTENT:

An attempt is made to evaluate critically the models and research findings that relate to categories of various important kinds of psychological pathology (as outlined in the DSM-IV Handbook). The course looks at historical and contemporary attempts to account for causes and treatments of these disorders. We will examine neurotic, psychotic, and personality disorders, as well as developmental and neurological problems. Also, gender identity problems, anxiety conditions, eating disorders and learned (phobias, substance abuse, cultural deprivation, etc.) patterns of abnormal behaviour will be studied. Medical/biological, psychological, and social/cultural perspectives will be addressed here; multi-faceted causes will be considered for each disorder. The complexity of human beings will be discussed at length in this course. Both scientific and more humanistic approaches will help explore abnormal thinking, behavior, and experience.

The main purpose of the course is to present an array of psychological/biological disorders and to gain an understanding of what can go wrong in the human being and how interventions can improve the lot of these people; anecdotaly, even the so-called “benefits” of certain disorders will be touched upon. Up-to-date findings will be presented wherever possible, since our notions of the causation of pathology often change radically, in light of new scientific findings from state-of-the-art methods of research.

Lectures and readings will help provide background and theory related to these topics. Weekly seminars will focus on the more practical application of the course material to the real world. For instance, students will present on the “observables” of a disorder, DSM-V, main features, and a mode of treatment and support. Case studies will be utilized whenever possible by the lecturer, and theory
will be delved into. The textbook (Davison et al. 2014) will be used for the Midterm and Final exams, for preparation of handouts, and for all group presentations. The Lectures will be on the Final Exam only.

**REQUIRED READING:**


**COURSE REQUIREMENTS:**

*PLEASE NOTE! May 2013 – LAST DAY TO DROP A SUMMER TERM COURSE WITHOUT RECEIVING A GRADE*

(A) **Mid-term Exam:** A multiple-choice exam on the text (chosen Davison et al. chapters) *(Class #6).* 25%

(B) **Final Exam:** A multiple-choice open-book exam on (chosen chapters + all of the lectures) *(Exam Period).* 25%

(C) 1. **Presentation & Hand-Out:** From at least 5 sources (scholarly books, articles, DSM -V, etc.). **NOT INTERNET.** References and studies are listed here too. A group-prepared handout (for all students): under 4 pages (single-spaced) typed on your topic (i.e., on the one presented in class). **Due:** Day of presentation.

2. **Seminar Presentation:** *(Each 45 minutes long)* 25%
A ‘group’ presentation on **ONE** disorder (to be selected from the list) and one **PROVEN TREATMENT** (the best). The presentation should be done by the group (of 3 or more) and should be **45-minutes** in length. Large print Power Point is encouraged. **Only 2 or 3 speakers will present** each day (pick best speakers!) Videotape, audiotape, role playing etc. may be used here. Group discussion is very important too. **No one will read their presentations** (or rush through). **Role play the treatments!** The presenters will prepare a hand-out, posters, and/or **large print** doc. camera to illustrate concepts more effectively. Again, only **one** effective mode of therapy will be described/demonstrated in detail. Be concise and informative *(NO LAUNDRY LISTS)*. Always use the DSM-V atlas!

(D) **ATTENDANCE**
Students must come to seminars and engage in **active and congenial** participation. Attendance at lectures is **crucial** to do well on Exams!

**AND**

**PARTICIPATION** 25%
You will be evaluated on your contribution to the group presentation, as well; submit a **detailed** breakdown of ‘who did what’. **Do not plan vacations near exams time!**
N.B. LAPTOPS ARE FOR LECTURE NOTES ONLY – NOT (IN SEMINARS) FOR SURFING THE WEB (FACEBOOK) etc. NO SMART PHONES EITHER! Abuse will result in a FAILURE GRADE here for overall Participation (0%)  

<table>
<thead>
<tr>
<th>Marking/Weightings</th>
<th>Mid-term Exam (Davidson)</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oral Presentation &amp; Hand-out</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Attendance + Participation</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Final Exam (Davidson and Lectures)</td>
<td>25%</td>
</tr>
</tbody>
</table>

Final course grades may be adjusted to conform to Program and Faculty distribution profiles.

There will be no “make-up” test unless the request is accompanied by an “Attending Physician’s Statement” (available from the Registrar’s Office). If you are ill, the teaching assistant must be contacted within 48 hours of the test. Therefore, if you do become ill at any point in the term, it is wise to obtain a CLEAR statement to that effect from your physician. The “make-up” assignment may consist of essay-style questions, and will only be administered following the Final exam; you will need a DEF form! Students who miss the Presentation must write a 15-page APA paper at the end of the course.

N.B. The two 45-minute group Presentation Seminars may be held after the break. SEMINAR TOPICS (To Be Given To Students) *

GROUP PRESENTATIONS:

P.M./Day #4 Neurosis (Depression or Anxiety, etc.).

P.M./Day #5 Psychosis (Paranoid Schizophrenia or Manic Depressive Disorder).

P.M./Day #6 Personality Disorders *(Anti-social) Psychopathic or Multiple (D.I.D.) Personality

P.M./Day #7 Gender Identity and Sexual Issues (Transvestism/ Trans-sexuality, , or Sex Addiction)

P.M./Day #8 Learned Problems (Phobias, or P.T.S.D.)

P.M./Day #9 Evil (Gangs or Jihadi Terrorists)

P.M./Day #10 Brain-Related (organic) Disorders (Parkinson’s or Alzheimer’s)

P.M./Day #11 Viral Disorders CJV ("Mad Cow") or Syphilis (and even male circumcision), etc.
* N.B. The students will choose one Condition only and one Therapy mode only (i.e., Note that CBT is only for Neurosis or Learned Problems!*

**Day # 1**

**INTRODUCTION**

(Normal and Abnormal) Evolutionary Roots – animal models

*Film: Nova: "Embryology: The Fetus"

Theory of Mind and Primates

**Day # 2**

- **Developmental Problems** – “What Can Go Wrong”
- Dyslexia *Film: Two Brains* (Nova)
- Learning Disability
- Hyperactivity *Film: 20/20* (on AD/HD)
- Autism/P.D.D
- Fetal Alcohol Syndrome
- Genetic Disorders
  *Film “Crack Babies” & “Bipolar Child”*

**Day #3**

**Family-related problems (bonding etc.)** - attachment problems (APD)
- family child rearing patterns
- Authoritarianism/fascism

* **Films:** “Attachment Therapy” “Romanian Orphans” CNN & History Channel

**Day #4**

**Neuroses - Ego Defenses Overworked (Freud & Jung)**
- Obsessive Compulsive Disorder
- Depressive Disorders
- Anxiety
  *Films: “Freud vs. Hitler”, “Singer”.*

**Day #5**

**Psychoses**
- Schizophrenia
- Paranoia
- Autism/Aspergers

**Day #6**

**Personality Disorder**
- *Films: “Satanism in Lethbridge", Psychopaths” & “Dr. Ross”.
- Psychopathic/Anti-social personality
- Dependant P.D.
- DID :Multiple Personality Disorder
- Borderline P.D.

**MIDTERM**
MIDTERM EXAM: Class #6

PM/Day #7 Gender Identity and Sexual Addiction
- Testosterone theory
- Transvestism
- Transexism
  Films: Nova: "Two Brains" & 20/20: "Sex Differences"

PM/Day #8 Learned Problems
- Classically-conditioned phobias
- Operantly-conditioned problems
- Stress / PTSD
- Films: “Shake Hands with the Devil”, “Romeo Dallaire” & “9/11”

PM/ Day #9 Terror – Terrorists and Gangs
- Violence, Authoritarianism
- Nature of Evil, drug-related (marijuana wars)
- Social problems (gangs, etc.)
- Films: “Gangs of New York City”, “Insurgency” & “Toronto 18”

PM/ Day #10 Brain Related Disorders
- Epilepsy
- Stroke/Aneurisms
- Parkinson’s
- Oliver Sack’s findings
- Alzheimers
- Films: “Tourettes”, “Alzheimers”, “Michael J. Fox”, & “Joy Division”

PM/ Day #11 Viral Disorders of the Brain
- Syphilis & circumcision
- CFS/ME
- Encephalitis Lethargica
- Films: “Spanish Flu Epidemic” & “Awakenings”, “Mad Cow”

FINAL EXAM   (exam period)

GOOD LUCK!
Group Marking Criteria

FOR STUDENT PRESENTATIONS

PRESENTERS' NAMES...........................................................................................................

TOPIC....................................................................................................................................

DATE....................................................................................................................................

Rate the presentation using the following 5 point scale in which 1 represents the lower limit and 5 the upper limit. Space is provided for a specific comments, notes, or questions.

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application to Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pace/Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of aids (props, AV)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efforts &amp; Preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest Engendered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pros

Cons


