

**YORK UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
FACULTY OF HEALTH
ABNORMAL PSYCHOLOGY
PSYC 3140 3.0 A
SUMMER, 2017 (SU1)**

Course Director: Dr. Michael Luther mluther@yorku.ca BSB 277
Course Hours: Mondays & Wednesdays 7:00 – 10:00 PM
Lectures: 7:00 - 8:15 PM
Seminars: Attendance will be taken daily in all Seminars
8:30 – 10:00 PM
May 1 – June 12, 2017

Secretary: alevstik@yorku.ca Agnes Levstik, 281 BSB.

Office Hours: (see Dr. Luther Before class at the Lecture Hall)

Telephone: (416) 736-5125
Prerequisite: Psych 1010 6.0

PLEASE CONTACT YOUR T.A. VIA EMAIL IF YOU ARE ILL AND ARE GOING TO BE AWAY. ALSO, PLEASE LET US KNOW AT FIRST CLASS WHETHER YOU WILL NEED ACCOMMODATIONS FOR EXAMS, ETC.

Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of abnormal psychology.
2. Articulate trends in abnormal psychology.
3. Express knowledge of abnormal psychology in written form
4. Describe and explain limits to generalizability of research findings in abnormal psychology.
5. Demonstrate ability to relate information in abnormal psychology to own and others' life experiences.

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-V 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; anecdotally, 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 (Luther et al. 2017) will be used for the **Midterm** and for the **Final** exams, for preparation of handouts, and for all group presentations. The Lectures will be on the **Final** Exam only.

REQUIRED READING:

1. Luther, M.J., Allen, J., and Franklin, P. (2017) Disorders Without Borders. Concord, ON: Captus Press.

COURSE REQUIREMENTS:

***PLEASE NOTE! June 1, 2017 – LAST DAY TO DROP A SUMMER TERM COURSE WITHOUT RECEIVING A GRADE**

- (A) **Mid-term Exam (20%)**: A multiple-choice exam on the text (chosen from Luther et al., 2017 chapters) (**Class #7: May 24, 2017**).
- (B) **Final Exam (40%)**: A multiple-choice exam on (Luther et al., 2017 chapters) + **all** of the lectures) (**Exam Period**).
- (C) 1. **Presentation & Hand-Out**: From at least 5 sources (scholarly books, articles, DSM -V, etc.). **NOT INTERNET SITES**. 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 (20%)**: (**Each 45 minutes long**)

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 (10%)

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

AND

PARTICIPATION (10%)

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 AND TABLETS 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 (i.e. 0%)

<u>Marking/Weightings</u>	Mid-term Exam (Luther et al., 2017)	20%
	Group Oral Presentation & Hand-out	20%
	Attendance + Participation (10% + 10%)	20%
	Final Exam (Luther et al., 2017 and Lectures)	40%

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

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2016-17](#))

Add/Drop Deadlines

For a list of all important dates please refer to: [Summer 2017 - Important Dates](#)

	S1
Last date to add a course without permission of instructor	5-May
Last date to add a course with permission of instructor	12-May
Last date to drop course without receiving a grade	2-Jun
*Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – Add and Drop Deadline Information)	June 3-12

**Note: You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Academic Integrity for Students

York university takes academic integrity very seriously, please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#)

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. **Policy Statement**

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

There will be no “make-up” tests unless the request is accompanied by an “Attending Physician’s Statement” (available from the Registrar’s Office). If you are ill, your 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 Disorder

P.M./Day #7 **Sex, Gender Identity Disorder and Sado-masochism**

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 Brain Disorders** CJV ("Mad Cow") or Syphilis (and even preventive male circumcision), etc.

P.M./Day #12 **Drugs and Teens** (Marijuana or Cocaine, Crack)

* **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.)

- Parenting styles
- attachment problems (APD)
- family child rearing patterns
- Authoritarianism/fascism
- Abuse

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
- Manic Depression (**Films:** Nova: "Violent Mind", A&E: “Brian Wilson)
- Autism/Aspergers

Day #6

Personality Disorder

- **Films:** Suzuki’s “Psychopaths” & “Dr. Ross’ M.P.D.”.
- Psychopathic/Anti-social personality (APD)
- DID :Multiple Personality Disorder (MPD)
- Borderline P.D.

Day #7

MIDTERM

MIDTERM EXAM: Class #7

PM/Day #7 **Gender Identity and Sadomasochism**

- 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 (ASD) & War
- **Films:** "Shake Hands with the Devil", "Romeo Dallaire" & "9/11"

PM/ Day #9 **Terror – Terrorists and Gangs**

- Violence, Authoritarianism/Narcissism
- 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 (Ian Curtis)
- Stroke/Aneurysms
- Parkinson's
- Alzheimers
- **Films:** "Tourettes", "Alzheimers", "Michael J. Fox", & "Joy Division"

PM/ Day #11 **Viral Disorders of the Brain**

- Syphilis & circumcision (of males)
- CFS/ME
- Encephalitis Lethargica
- **Films:** "Spanish Flu Epidemic" & "Awakenings", "Mad Cow"

PM/Day #12 **Drugs and Teens**

- Marijuana Dangers
- Coke and Cocaine Dangers
- **Film:** Suzuki, "Downside of High"

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.

Participation	1	2	3	4	5
Application to Topic	1	2	3	4	5
Clarity of Presentation	1	2	3	4	5
Pace/Time	1	2	3	4	5
Use of aids (props, AV)	1	2	3	4	5
Efforts & Preparation	1	2	3	4	5
Interest Engendered	1	2	3	4	5

Pros _____

Cons _____

Course Materials Copyright Information

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