

**Faculty of Health
Department of Psychology
PSYC 3140 3.0 Section C: ABNORMAL PSYCHOLOGY
Wednesdays from 2:30 PM to 4:00 PM on ZOOM
Fall/2020**

Instructor and T.A. Information

Instructor: Skye Fitzpatrick, Ph.D., C. Psych. (supervised practice)

Office Hours: Online by appointment

Email: skyefitz@yorku.ca

FOR STUDENTS	With last names starting from: A to L	With last names starting from: M to Z
T.A.	Samantha Chan	Amanda Piccirilli
Email	sachan@yorku.ca	Amanda97@my.yorku.ca
Office Hours	Online by appointment	Online by appointment

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

All course materials will be available on the course moodle site, unless otherwise indicated by the instructor. The site will be your central access point for course materials, including the syllabus, discussion boards, asynchronous lectures, and weekly quizzes.

Course Description

This course is an introduction to a knowledge base underlying the nature, causes of, and treatments for, common forms of Abnormal Psychology (i.e., psychological disorders). It will provide an overview of evidence-based methods of understanding, assessing, and treating psychological disorders. It specifically involves an evidence-based review of research on common mental disorders including anxiety disorders, obsessive compulsive and related disorders, posttraumatic stress disorders, depression, eating disorders, personality disorders, and psychosis. It will also draw attention to the ways in which understandings of psychological disorders intersect with issues of gender, class, sex, race/ethnicity, sexual orientation, and other forms of diversity.

Program 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.

Specific Learning Objectives

1. Increase understanding of Abnormal Psychology

2. Distinguish between different forms of Abnormal Psychology
3. Increase evidence-based understanding of *why* and *how* psychological disorders develop and keep going
4. Increase understanding of how evidence-based conceptualizations of psychological disorders directly informs their treatment

Courses Format

This course will involve a combination of asynchronous (i.e., content posted online for you to consume on your own time) and synchronous (i.e., scheduled, online “in class”) components. There are three main features of the course related to this for you to be aware of.

1. **Asynchronous learning:** Each week, I will post several short recorded lectures pertaining to that week’s content and readings. In total, these will take up to 1.5 hours of time to watch. You may watch them whenever you wish during the week. These lectures will be posted at least one week before you will be tested on them in the synchronous testing component (see #3, below).
2. **Synchronous learning:** We will meet each week on Zoom for 60 to 90 minutes, on **Wednesdays at 2:30 PM until up to 4:00 PM**. This portion of the class will be dedicated to applying the concepts discussed in that week’s readings and asynchronous lectures, as well as giving you time to ask questions and share thoughts. See below for the Zoom link information.
3. **Synchronous testing:** Each week, starting Sept. 16th, you will be given a 10-20 minute quiz through Moodle that tests you on the concepts discussed in that week’s readings, online asynchronous lectures, and possibly a simple question or two about the synchronous learning that happened right before the test. **The test will be available to you online only between 4:00 PM and 5:30 PM on the Wednesday that it is scheduled for.** See the section on weekly quizzes under assessments for more information.

Zoom link information for synchronous learning (Wednesdays 2:30 pm to 4:00 pm)

<https://yorku-hipa.zoom.us/j/98615131186?pwd=M0x5blZJNVpUaHB2cTFhWUZvNW9UQT09>

Meeting ID: 986 1513 1186

Passcode: 63484

Required Text

- Title: Abnormal Psychology: An Integrative Approach (6th ed)
- Authors: Barlow, Durand, Hofmann, & Lalumiere
- ISBN Print: 978-0-17-687321-9
- ISBN Digital: 978-0-17-687482-7

You may acquire this book in hardcopy or in e-book form through the bookstore

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Weekly Quizzes (best 10 out of 11)	Sept. 16th to Dec. 2, 2020	50% (5% each)
Discussion Board Question #1	Sept. 16th to Dec. 2, 2020	10%
Discussion Board Question #2	Sept. 16th to Dec. 2, 2020	10%
Written assignment	Nov. 25th, 2020	30%
Total		100%

Description of Assessments

Weekly Quizzes (best 10 out of 11 at 5% each = 50%): Each week on the date listed on the below schedule, an online quiz will become available to you via Moodle at **4:00 PM**. It will be open to you to complete until **5:30 PM the same day**. Once you begin it, you will have **between 10 to 20 minutes to complete it**, and it will have between 10 and 20 questions. These quizzes are intended to be closed book. Although I cannot clearly monitor whether you are completing them with or without the help of the textbook, you will **not** have time to search through your book and lectures for answers. Therefore, you need to know your material and content before you begin the quiz. The quiz will cover that week's readings and asynchronous online lecture content, and may include some content focused on the synchronous, Zoom component that just occurred before it. See the schedule below for detailed information regarding what will be covered on that week's quiz. For example, if the synchronous Zoom class on September 23rd is focused on Clinical Assessment and Diagnoses, then you will be given access to lectures pertaining to that content at least one week before it (i.e., September 16th). The online quiz that is available to you between 4:00 PM and 5:30 PM on September 23rd will focus on Clinical Assessment and Diagnosis readings, online lecture content, and possibly, some content from the synchronous Zoom class that occurred just before it. After 5:30 PM, when the synchronous learning begins, this quiz will no longer be available to complete and you will be assigned a grade of 0 for it if you have not completed it.

Discussion Board Questions (2 at 10% each = 20%): Each week between Sept. 16th and Dec. 2nd, I will post a question to the discussion board on Moodle, resulting in 11 total questions. You are to choose two of these questions and provide a response on the discussion board to them. The answer to each question is **due two weeks after it was initially posted** on Wednesday at 2:30 PM at that specific week. After it is due, the opportunity to respond to that discussion question will become disabled.

These questions will ask you about your opinion on a contemporary issue in the area of focus for that week. Your assignment is to choose **two** of these questions and write a response to the question itself or to one of your peer's responses. Your response should reflect your opinion, which should in turn be informed by the empirical literature. Therefore, I expect you to include at least **two** citations to peer-reviewed journal articles that support claims that you are making. These studies should be scientific and empirical in nature (i.e., not simply someone else's opinion but, rather, based on data). In your response, you should briefly reference the article and explain why it is relevant to your point. You are to provide in-text citations and a reference list at the bottom of your response using American Psychological Association formatting, 7th edition. The Purdue Online Writing Lab has great examples of how to format citations [in-text](#) and [in reference list](#) form. These resources will also be posted to Moodle. I will also post a guide for how to find empirical articles to Moodle.

A good response will provide a clear position to begin, followed by some elaboration, examples, or citations based on the literature. It may also acknowledge alternative positions in the literature, if that is relevant and space allows. A good response does NOT make claims (e.g., "Prolonged exposure for posttraumatic stress disorder is effective") without providing an appropriate citation, nor does it make claims that cannot possibly be true, even if a citation is provided (e.g., "Prolonged exposure for posttraumatic stress disorder is always effective for everyone"). A good response is also concise- and responses therefore are **limited to 300 words**, not including the reference list. A rubric used to grade the responses will be posted to Moodle in the Assignments section.

Written assignment (30%):

The written assignment is an opportunity for you to demonstrate the knowledge that you've acquired in understanding different psychological disorders, identifying what causes them, and planning their treatment. It has four components that will span a total of five pages, double spaced, in twelve point font, with a minimum of one inch margins.

In the first paragraph (worth 5%), choose a **fictional** character from a popular story, television show, or movie who you believe may have a psychological disorder. Begin by explaining which character you've chosen (e.g., "Harry Potter"), what they're from (e.g., "Harry Potter and the Half Blood Prince"), and provide one or two lines that summarize the television show/movie/story premise and the character's role in it.

In the second paragraph (worth 20%), identify which disorder you believe that they have. Go through the diagnostic criteria for that disorder (don't forget to cite the DSM-5) and indicate which specific ones they meet criteria for, providing examples. It's okay if you don't have enough evidence for every single criteria, but you should cite enough to make a compelling case that they *may* have this disorder.

In the third paragraph (worth 20%), describe the main causes for this disorder in your own words, based on your readings from the textbook. Provide evidence that the character may have some of those causes or, if no such evidence is available, provide some speculation as to what the causes may be for this character. Provide at least **one** citation for an empirical study that supports the role of some of these components in that disorder. Speculate as to how those causes may have translated to that psychological disorder for that person.

In the fourth paragraph (worth 40%), select a treatment that you would use to treat this character's disorder. Provide a one to two sentence description of how that treatment aims to treat that particular disorder. Cite **two** empirical studies that suggest that that treatment is helpful for treating that disorder. In two to four sentences each, describe the methods and results of each of those studies, identify one or two limitations of each study and, in your own words, describe why they are problematic. **DO NOT plagiarize!** This means you must summarize the articles in your own words, not based on their abstracts.

Next, include a pdf or picture of the first page of each article (or first two pages if the abstract runs into the second page). These pages are not included in the page count of your assignment.

Finally, submit your assignment to **Turnitin** on eClass and submit your Turnitin digital receipt with your assignment.

Insert a reference listed based on APA style for everything that you referenced. This reference list is not included in your final page count. The Purdue Online Writing Lab has great examples of how to format citations [in-text](#) and [in reference list](#) form. These resources will also be posted to Moodle. I will also post a guide for how to find empirical articles to Moodle.

The rubric that will be used to evaluate these assignments will be posted to Moodle.

Attendance Policy

Weekly quizzes will involve content from asynchronous, pre-recorded lectures and may involve content from synchronous, Zoom components. Attendance at the synchronous, Zoom components is therefore highly recommended.

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 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#)

Missed Tests/Midterm Exams/Late Assignment:

For any missed quiz or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an

Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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.

Information on Plagiarism Detection

In order to maintain academic integrity with the course, you will be required to submit the written assignment to Turnitin via the Moodle page. Turnitin will review the similarity of your document with other documents in its database to detect potential instances of plagiarism. By submitting to Turnitin, you're agreeing that your document will be included as a source text for future Turnitin databases. You can go to [Turnitin.com](#) to look at other terms and conditions that will apply through using this software.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete quizzes in a manner that does not require consulting an unauthorised source during them.

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.

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 university encourages students with disabilities to register with *Student Accessibility Services (SAS)* to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 3140 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Calumet and Stong Colleges' Student Success Programming

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career:

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.

- [Course Representative Program](#) aims to build the leadership skills of its course reps while contributing to the academic success and resourcefulness of students in core program classes.
 - [Peer Assisted Study Sessions \(P.A.S.S.\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
 - **Peer Tutoring** offers one-on-one academic support by trained peer tutors.
 - Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [career exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
 - Please connect with your Course Director about any specific academic resources for this class.
 - For additional resources/information about our student success programs, please consult our [website](#), email scchelp@yorku.ca, and/or follow us on [Instagram](#) and [Facebook](#).
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Course Schedule

Week	Date	Lecture topic	Textbook readings
1	Sept. 9 - Sept. 16 (practice quiz)	Introduction to the course	Chapter 1: Pages 1-8
2	Sept. 16	Models for understanding psychopathology	Chapter 2
3	Sept. 23	Clinical assessment and diagnosis	Chapter 3
4	Sept. 30	A Critical Lens on Abnormal Psychology	Readings will be posted to Moodle in the Week 4 folder: Caplan (2004); Hatzenbuehler (2009); Lane, C. (2010, May 5)
5	Oct. 7	Anxiety: Panic and Specific phobia	Chapter 5: pp. 120-128, pp. 133-148
	Oct. 14	READING WEEK	NO CLASSES OR QUIZZES
6	Oct. 21	Anxiety: Generalized anxiety disorder, social anxiety disorder	Chapter 5: pp. 121-1323 and pp. 148-155
7	Oct. 28	Somatic, obsessive compulsive, and related disorders	Chapter 6
8	Nov. 4	Trauma and posttraumatic stress disorder	Chapter 7
9	Nov. 11	Mood disorders	Chapter 8

10	Nov. 18	Eating disorders	Chaper 9
11	Nov. 25	Borderline personality disorder and antisocial personality disorder	Chapter 13: pp. 386-391; pp. 397-409
12	Dec. 2	Psychosis	Chapter 14