

**YORK UNIVERSITY  
DEPARTMENT OF PSYCHOLOGY  
FACULTY OF HEALTH  
ABNORMAL PSYCHOLOGY  
PSYC 3140 3.0 B  
FALL, 2011**

**Course Director:** Dr. Michael Luther mluther@yorku.ca  
**Course Hours:** Tuesdays 8:30-11:20 a.m.

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

**Office Hours:** (see him before or after 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 ARE A SPECIAL NEEDS STUDENT WHO WILL NEED ACCOMMODATIONS FOR EXAMS, ETC.**

**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; anecdotally, even the so-called "benefits" of certain disorders will be touched upon. Up-to-date findings will be brought to bare 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, main features, and modes of treatment and support. Case studies will be utilized whenever possible by the lecturer, and theory will be delved into. The main textbook (Firestone & Dozois, 2007) will be used for the two exams, for preparation of handouts, and for the group presentations.

## **REQUIRED READING:**

1. Dozois, D. & Firestone, P. (2010, 4th Edition) Abnormal Psychology: Perspectives. Toronto, ON, Pearson Education. ISBN 0132454440

## **COURSE REQUIREMENTS:**

### **\*PLEASE NOTE! FRIDAY, NOVEMBER 11, 2011 – LAST DAY TO DROP A WINTER TERM COURSE WITHOUT RECEIVING A GRADE**

- (A) **Mid-term Exam:** A multiple-choice exam on the text (Dozois & Firestone chapters 5, 8, & 14) – **20%**
- (B) **Final Exam:** A multiple-choice exam on (Dozois & Firestone's chapters 9 & 12 and **all** of the lectures) – **20%**
- (C) 1. **Presentation & Small Hand-Out:** From at least 5 sources (books, articles, etc.). References and studies are listed here too. A group-prepared handout (for all students): under 3 pages (single-spaced) typed on your topic (i.e., on the one presented in class). **Due:** Day of presentation.
2. **Seminar Presentation: - 20%**  
A 'group' presentation on **one** disorder (to be selected from the list) and one TREATMENT (best). The presentation should be done by the group (of 3 or more) and should be 60-minutes in length. 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 treatments!** The presenters will prepare a hand-out, posters, and/or **large print** overheads 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!)
- (D) **ATTENDANCE – 20%**  
Students must come to seminars and engage in active and congenial participation. Attendance at lectures is crucial!
- (E) **PARTICIPATION – 20%**  
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 times!

**LAPTOPS ARE FOR LECTURE NOTES ONLY – NOT FOR SURFING THE WEB (FACEBOOK) etc. Abuse will result in a FAILURE GRADE here !!**

<b><u>Marking/Weightings</u></b>	(a)	Mid-term Exam	20%
	(b)	Oral Presentation & Hand-out	20%
	(c)	Attendance	20%
	(d)	Participation	20%
	(e)	Final Exam	20%

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 statement to that effect from your physician. The “make-up” test may consist of essay questions, and will only be administered following the final exam. You will need a DEF form!

**N.B.** The two 60-minute group Presentation Seminars may be held **after** the break.  
**SEMINAR TOPICS** (To Be Given To Students) \*

### **GROUP PRESENTATIONS:**

- Week #4     **Neurosis** (Obsessive Compulsive, Depression, or Anxiety, etc.).
- Week #5     **Psychosis** (Schizophrenia, Manic Depressive Disorder, Paranoia, or Autism, etc.).
- Week #6     **Personality Disorders** (Anti-social) Psychopathic, Multiple (D.I.D.) Personality, Histrionic, Dependent, or Borderline, etc.).
- Week #7     **Gender Identity and Sexual Issues** (Transvestism, Transsexuality, Bisexuality, etc.) Sado-Masochism, or Extra Y chromosome, etc.).
- Week #8     **Eating Disorders** (Anorexia Nervosa, Bulimia, or obesity, etc.).
- Week #9     **Learned Problems** (phobias, or Stress Disaster and P.T.S.D., or A.S.D.).
- Week #10    **Gangs or Terrorists** “the psychology of fear”
- Week #11    **Brain-Related (organic) Disorders** (Pre-senile Dementia, Epilepsy, Parkinson's, Alzheimer's, or aneurisms.
- Week #12    **Viral Disorders** CFS, EBV, VD, CJV ("Mad Cow"), or Syphilis, etc.

\* **N.B.** The students will choose **one** topic only and **one** therapy mode.

Week # 1 Sept. 13	<p>INTRODUCTION</p> <p>(Normal and Abnormal) Evolutionary Roots – animal models</p> <p><u>Film</u>: Nova: "Embryology: The Fetus"</p> <p>Theory of Mind and Primates</p>
Week #2 Sept. 20	<p>- <u>Developmental Problems</u> – “What Can Go Wrong”</p> <p>- Dyslexia <u>Film</u>: "Two Brains" (Nova)</p> <p>- Learning Disability/ELBW preemies</p> <p>- Hyperactivity <u>Film</u>: “20/20” (on AD/HD)</p> <p>- Autism/P.D.D.</p> <p>- Fetal Alcohol Syndrome, FAE, <u>Film</u>: “Crack Babies” &amp; “Bipolar Child”</p> <p>- Genetic Disorders</p>
Week #3 Sept. 27	<p>Family-related problems (bonding etc.)</p> <p>- attachment problems (APD)</p> <p>- family child rearing patterns</p> <p><u>Films</u>: “Attachment Therapy”</p> <p>“Romanian Orphans”</p>
Week #4 Oct. 4	<p><u>Neuroses</u> - Ego Defenses Overworked (Freud &amp; Jung)</p> <p>- Obsessive Compulsive Disorder</p> <p>- Depressive Disorders</p> <p>- Reactions (anxiety)</p> <p>- Hysteria</p> <p>Film: “Freud <u>vs.</u> Hitler”, “Singer”.</p>
Week #5 Oct. 11	<p><u>Psychoses</u></p> <p>- Schizophrenia</p> <p>- Paranoia</p> <p>- Manic Depression (<u>Film</u>: Nova: "Violent Mind", A&amp;E: “Brian Wilson)</p> <p>- Autism</p>
Week #6 Oct. 18	<p><u>Personality Disorder</u></p> <p>- <u>Film</u>: "Satanism in Lethbridge", Psychopaths” &amp; “Dr. Ross”.</p> <p>- Psychopathic/Anti-social personality</p> <p>- Criminal/Explosive</p> <p>- Borderline/Dependent</p> <p>- Multiple Personality Disorder</p>
Week #7 Oct. 2	<p><u>Gender Identity and Sexual Problems</u></p> <p>- Testosterone theory</p> <p>- Transvestism</p> <p>- Transexism</p> <p><u>Films</u>: Nova: "Two Brains" &amp; 20/20: “Sex Differences”</p>

- Week #8      Eating Disorders  
 Nov. 1        - Anorexia & Bulimia- Films: "The Famine Within", "The Cove" & "Dying to be Thin"
- Week #9      Learned Problems  
 Nov. 8        - Classically-conditioned phobias  
                  - Operantly-conditioned behavioural problems  
                  - Stress / PTSD  
                  - Films: "Shake Hands with the Devil", "Romeo Dallaire" & "9/11"
- Week #10     Terror – terrorists/gangs  
 Nov. 15       - Violence, Child Abuse, Aggression  
                  - Substance Abuse  
                  - Social problems (gangs, etc.)  
                  - Films: "Gangs of New York City", "Insurgency" & "Toronto 18"
- Week #11     Brain Related Disorders - Epilepsy  
 Nov. 22       - Tourette's Syndrome  
                  - Stroke/Aneurisms  
                  - Parkinson's  
                  - Oliver Sack's findings  
                  - Film: "Tourettes", "Alzheimers", "Michael J. Fox", & "Joy Division"
- Week #12     Viral Disorders of the Brain  
 Nov. 29       - ALS  
                  - Parkinsons - subtype  
                  - CFS/ME  
                  - Encephalitis Lethargica  
                  - Films: "Spanish Flu Epidemic" & "Awakenings", "Mad Cow"

## **FINAL EXAM**

**GOOD LUCK!**

## 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, etc.)	1	2	3	4	5
Efforts & Preparation	1	2	3	4	5
Interest Engendered	1	2	3	4	5

Pros \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Cons \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_