

# PSYC\*2020, Course Outline: Winter 2022

## General Information

Due to the ongoing COVID-19 pandemic some courses are being offered virtually and some face-to-face. **This course is offered using the face-to-face format. The course has a set day, time, and location. However, as of December 16, 2021 due to the ongoing COVID-19 pandemic, courses have been moved to a remote format until January 24, 2022.**

**Course Title: Abnormal Psychology**

**Course Description:** This course is designed to provide an overview of abnormal psychology including a multidimensional conceptualization of mental health, assessment, diagnosis, and treatment. Topics will include an introduction to the area incorporating historical perspectives and the modern integrative approach to psychopathology. Common psychological disorders will be explored with respect to etiology, assessment, current diagnosis and classification using the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5; American Psychiatric Association, 2013), as well as evidenced-based treatments. Case studies and examples of actual treatment approaches will be used to illustrate concepts. Emphasis will be given to broad empirical research and to the experiences of individuals with these disorders.

**Credit Weight: 0.5**

**Academic Department (or campus): Psychology**

**Semester Offering: Winter 2022**

**Class Schedule and Location: Tuesday/Thursday 5:30 – 6:50pm  
Rozanski 101**

## Instructor Information

Instructor Name: Julia McArthur, PhD., C. Psych. (Supervised Practice)  
Instructor Email: [juliam@uoguelph.ca](mailto:juliam@uoguelph.ca)  
Office location and office hours: Office hours by appointment

## GTA Information

GTA Name: Emilie Arbour	GTA Email: <a href="mailto:arboure@uoguelph.ca">arboure@uoguelph.ca</a>
GTA Name: Ralitza Dimova	GTA Email: <a href="mailto:rdimova@uoguelph.ca">rdimova@uoguelph.ca</a>
GTA Name: Jessica Kespe	GTA Email: <a href="mailto:jkespe@uoguelph.ca">jkespe@uoguelph.ca</a>
GTA Name: Emily Thornton	GTA Email: <a href="mailto:ethorn04@uoguelph.ca">ethorn04@uoguelph.ca</a>

GTA office location and office hours: By appointment

## Course Content

### Specific Learning Outcomes:

In completing this course, students should be able to:

- 1) Explain the conceptualization of abnormality and psychological disorders using an integrative framework.
- 2) Identify the key symptoms, etiology and related factors (biological, social, behavioural, emotional and cognitive), course, and correlates of common psychological disorders.
- 3) Discuss basic evidence-based assessment and treatment of major psychological disorders.
- 4) Apply diagnostic criteria and case formulations in the assessment of major psychological disorders.
- 5) Evaluate issues surrounding psychopathology (e.g., identify myths and stereotypes) and the portrayals of mental health and illness in the media.
- 6) Understand the impact of stigma on experience of mental health difficulties and vice versa.
- 7) Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks.

### Lecture Content:

Week	Date	Topic	Reading
1	January 11, 2022	Overview of Course and Syllabus	
	January 13, 2022	Abnormal Behaviour in a Historical Context	Chapter 1
2	January 18, 2022	Integrative Approach to Psychopathology	Chapter 2
	January 20, 2022	Clinical Assessment and Diagnosis	Chapter 3
3	January 25, 2022	Neurodevelopmental Disorders	Chapter 15
	January 27, 2022	Case Vignettes (Class Activity & Midterm Prep)	
4	February 1, 2022	<b>Midterm 1 (Chapters 1-3, 15)</b>	
	February 3, 2022	Anxiety Disorders	Chapter 5
5	February 8, 2022	Preoccupation and Obsessions	Chapter 6
	February 10, 2022	Eating Disorders	Chapter 9
6	February 15, 2022	Mood Disorders	Chapter 8
	February 17, 2022	<b>Midterm 2 (Chapters 5, 6, 8, 9)</b>	
7	February 22, 2022	<b>READING WEEK (NO CLASS)</b>	

Week	Date	Topic	Reading
	February 24, 2022	<b>READING WEEK (NO CLASS)</b>	
8	March 1, 2022	Sleep-Wake Disorders	Chapter 10
	March 3, 2022	Trauma and Dissociation	Chapter 7
9	March 8, 2022	Substance Use Disorders	Chapter 12
	March 10, 2022	Guest Speaker	
10	March 15, 2022	<b>Midterm 3 (Chapters 7, 10, 12)</b>	
	March 17, 2022	Personality Disorders	Chapter 13
11	March 22, 2022	Psychosis	Chapter 14
	March 24, 2022	Stress, Pain, and Health	Chapter 18
12	March 29, 2022	Mental Health and the Law	Chapter 17
	March 31, 2022	<b>Media Assignment (In Class)</b>	
13	April 5, 2022	Exam Overview	
	April 7, 2022	Catch up	<b>(Note: April 8 - last day to drop class)</b>
	April 22, 2022	<b>Final Exam (Chapters 13, 14, 17, 18): 7:00pm-9:00pm</b>	

\*Slight shifts in the schedule may occur due to the pace of the course content, availability of guest speakers, and/or unforeseeable and unavoidable circumstances (e.g., school closures due to weather).

#### Course Assignments and Tests:

Assignment or Test	Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm 1	February 1, 2022	26%*	1-3,5-7
Midterm 2	February 17, 2022	26%*	1-7
Midterm 3	March 15, 2022	26%*	1-7
Media Assignment	March 31, 2022	22%	1-7
Final Exam	April 22, 2022	26%*	1-7

\*Lowest exam score will be dropped

#### Additional Notes (if required):

The course structure and content is inspired by a Universal Design for Learning (UDL) framework. This approach is meant to be sensitive to the various backgrounds and learning styles of all students. Below are some additional details about the principles of UDL (as they apply to the delivery of this course):

- 1) Multiple means of engagement. Lectures will incorporate various ways of engaging students including class discussions, group activities, guest speakers, videos, practice questions, and real life case examples. Questions and discussion are encouraged during lectures. Online supports are available via MindTap, which is an online interactive platform that goes with the textbook. <sup>[1]</sup><sub>SEP</sub>
- 2) Multiple means of representation. Lectures will include different modes of presenting information including lectures, videos, and graphics. I use power point regularly and will

do my best to post PDFs of the slides prior to class. To present concepts and information, I refer to relevant statistics, content from the text, and case examples from my own clinical work.

- 3) Multiple means of action and expression. This principle is based on the notion that students vary in their preferred mode of expressing what they have learned. Therefore, the exams in this course contain a range of question types such as: multiple choice, matching, and written components (e.g., short and long answer questions on a clinical case). Exams will test your knowledge and also your ability to integrate and apply that knowledge. **They are also all non-cumulative.** Students vary in the type of content they find “easy” versus “hard” to learn, and students may experience various stressors (e.g., demands from other courses) and hardships (e.g., illness) throughout the semester that can adversely impact their performance on exams. **Therefore, although there are 3 in-class exams and one final exam in this course, only your top 3 scores will be used to calculate your final mark** (with each exam weighing 26% of your final mark). In other words, your lowest exam score will be dropped. The final exam is not cumulative.

Based on the UDL framework, in-class exams are designed to be completed in 45 minutes. Therefore, if students require additional time (e.g., 1 1/2 time), they will be able to complete the exam during the allotted class time. However, if other accommodations are needed such as double time, quiet space, access to a computer, then please make the necessary arrangements with Student Accessibility Services.

Another evaluation method in this course is the media assignment, which is designed to be able to be completed in class on March 31, 2022. To accommodate varied processing styles and speeds, **students will however have until 11:59pm on March 31, 2022 to submit their assignment** (on CourseLink).

#### **Attendance and Participation:**

- 1) Finally, I employ other methods of assessing learning during lectures such as practice questions and class discussions. Even though these are not for marks, these activities reflect general learning that has occurred in the class as a whole.
- 2) Exam content will be based on both the readings and the lecture material. To be familiar with all of the information required for the exams, you need to complete the readings and attend all the lectures. In other words, you are responsible for all of the material in the assigned text chapters even if not covered in class; you are also responsible for all material covered in class, even if it is not covered in the text. All exams are closed-book.

**Final examination date and time:** April 22, 2022; 7:00pm-9:00pm

**Final exam weighting: 26%**

Missed Exams: If you miss an exam, this exam will be automatically dropped as your lowest exam mark. If you wish to drop your final exam mark ahead of time (i.e., decide not to write the final), you must provide this request in writing in advance.

Students with documented absences for the final exam will have an opportunity to write the test during the University-wide re-write period. The only accepted reasons for missing the midterm and/or final exams are: a) medical reasons, b) compassionate reasons, and c) conflict with a religious holiday. If you miss an exam, you must provide an original copy of official documentation (e.g., a note from a doctor, program counsellor, funeral home) verifying why you were unable to write the exam within 5 calendar days of the exam or you will receive a 0% on that exam.

## **Course Resources**

### **Required Texts:**

Abnormal Psychology: An Integrative Approach (6<sup>th</sup> Canadian edition) by David H. Barlow, V. Mark Durand, Stefan Hofmann, and Martin L. Lalumière.

Three copies of the text will be available on Reserve at the Library.

### **Recommended Texts:**

This is by no means required, but is a helpful resource to better understand the diagnostic criteria and associated features of the disorders that will be discussed in class:

American Psychiatric Association (2013). Diagnostic and Statistical Manual of Mental Disorders DSM-5. Arlington, VA: American Psychiatric Publishing.

## **Course Policies**

### **Grading Policies**

Late Assignments. It is your responsibility to meet course deadlines. A degree of academic independence, as well as personal organization and time management are explicit learning outcomes of this course. The media assignment is designed to be completed in class, however students will have until 11:59pm on March 31, 2022 to submit their assignment (on CourseLink). As of 12:00am on April 1, 2022, 10% will be deducted from the overall grade and an additional 10% will be deducted for each 24 hours past the due date (including weekends). After 5 days, you will be assigned a 0% for this assignment. Please consider this policy as you develop a plan for completing the work in this course.

[Undergraduate Grading Procedures](#)

### **Course Policy on Group Work:**

All exams are closed-book and to be completed independently. The media assignment is also completed independently, but may be inspired by discussion we will have as a group.

## **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

## **Student Feedback Questionnaire**

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester: March. 28<sup>th</sup> – April 08<sup>th</sup>. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 08, 2022. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#)

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)