



BRESCIA UNIVERSITY COLLEGE
2018 - 2019
Psychology 3311, Section 530
Abnormal Psychology
Dick Shugar, MSc

COURSE DESCRIPTION

This course provides an introduction to psychopathology. General principles such as description and classification, development and dynamics, causation, evaluation, treatment, and research design will be examined. These principles will be then applied to the analysis of the main syndromes of abnormal behaviour.

PREREQUISITES: At least 70% in any 1.0 or 0.5 course in Psychology at the 2100 level or above.

ANTIREQUISITES: Psychology 3310F/G and 3320F/G.

LEARNING OUTCOMES:

Through readings, lectures, and structured discussions, students will explore the significant issues related to abnormal behaviour and its management. By the end of this course, a successful student should be able to:

- identify the differing perspectives inherent in defining abnormality, and in deciding where to draw the line between normality and disorder.
(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis)
- provide historical and contemporary explanations for abnormal behavior, with an emphasis on how psychological, biological, and social factors interact to produce and maintain mental disorders.
(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis)
- critically evaluate the debate over how mental disorders should be represented, defined, and organized within the formal classification system—and why this really matters.
(Brescia Competencies: Critical Thinking; Inquiry and Analysis; Social Awareness; Valuing)

- describe the challenges involved in assessing and accurately diagnosing mental disorders, and the tools that professionals have developed to facilitate these tasks.
(Brescia Competencies: Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness; Valuing)
- explain the main forms of abnormal behavior found in adults, including the prevalence, symptoms, clinical course, risk factors, and best-available treatments for these disorders.
(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Social Awareness; Valuing)
- appreciate the experience of coping with a mental disorder in order to respond to these individuals with empathy, compassion, and respect.
(Brescia Competencies: Critical Thinking; Inquiry and Analysis; Self Awareness; Social Awareness; Valuing)
- appraise current controversies and unresolved questions in the field of abnormal psychology. The aim is not only for the student to become familiar with these controversies, but to be challenged to think analytically about them and to consider their implications for clients, the public, and the field.
(Brescia Competencies: Communication; Critical Thinking; Inquiry and Analysis; Problem Solving; Social Awareness; Valuing)

Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honour all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.

COURSE INFORMATION:

Classes: Monday 2:30 – 4:30pm, MSJ 136
Wednesday 2:30 – 3:30pm, MSJ 136

Instructor: Dick Shugar, MSc

Office: UH 362

Email: rshugar@uwo.ca OR dick.shugar@rogers.com

Phone:

Brescia 519-432-8353.

Home 519-657-4820

Office Wednesday 1:00 – 2:00 pm

Hours: or by appointment

Website: The course website, on OWL/Sakai, has pages with lecture powerpoints, a copy of the course outline, test and exam marks, and other information. Students should visit the website at least weekly .

COURSE MATERIALS:

Textbook:

Dozois, David J.A. (2015). Abnormal Psychology: Perspectives, 5th edition (DSM-5 update edition). Toronto: Pearson Education Canada

Readings:

For Discussions, students will also be expected to study supplemental readings, which will be made available on the OWL website.

Fall Term Schedule

Mon.	Sept. 10	Introduction - Myths	
Wed.	Sept. 12	Issues in Defining Abnormality	Chapter 1
Mon.	Sept.17	Historical Perspectives	1
Wed.	Sept. 19	Theoretical Perspectives: Contemporary Theories	2
Mon.	Sept. 24	Classification and Labelling	3
Wed.	Sept. 26	The Medical Model and the Process of Diagnosis	3
Mon.	Oct. 1	Diagnostic Systems - The DSM	3
Wed.	Oct. 3	Research and Assessment Methods	4
Mon.	Oct. 8	Research and Assessment Methods	4
Wed.	Oct. 10	<i>Fall Reading Week – No classes</i>	
Mon.	Oct. 15	<i>Fall Reading Week – No classes</i>	
Wed.	Oct. 17	<i>Discussion 1 - Stigma and mental health disorders</i>	<i>Rusch et al; Byrne; Everett</i>
Mon.	Oct. 22	Anxiety Disorders	5
Wed.	Oct. 24	Anxiety Disorders	5
Mon.	Oct. 29	Anxiety Disorders	5

Wed.	Oct. 31	Stress , Adjustment Disorders, and PTSD	5
Mon.	Nov. 5	<i>Exam 1</i>	
Wed.	Nov. 7	Dissociative and Somatiform Disorders	6
Mon.	Nov. 12	Psychological Factors Affecting Medical Conditions	7
Wed.	Nov. 14	Mood Disorders	8
Mon.	Nov. 19	Mood Disorders	8
Wed.	Nov. 21	Suicide	8
Mon.	Nov. 26	Schizophrenia	9
Wed.	Nov. 28	Schizophrenia	9
Mon.	Dec. 3	Eating Disorders and Obesity	10
Wed.	Dec. 5	Eating Disorders and Obesity	10

Winter Term Schedule

Mon.	Jan. 7	Substance Related Disorders	11
Wed.	Jan. 9	<i>Discussion 2 - Being sane in insane places: Is "Mental Illness" a valid concept?</i>	<i>Rosenhan; Szasz; Mandershein et al</i>
Mon.	Jan. 14	Substance Related Disorders	11
Wed.	Jan. 16	Personality Disorders	12
Mon.	Jan. 21	Personality Disorders	12
Wed.	Jan. 23	Sexual Variants and Dysfunctions	13
Mon.	Jan. 28	Sexual Variants and Dysfunctions	13
Wed.	Jan. 30	Child Sexual Abuse - Victims and Perpetrators	13
Mon.	Feb. 4	Developmental Disorders	14
Wed.	Feb. 6	Developmental Disorders	14
Mon.	Feb. 11	<i>Exam 3</i>	
Wed.	Feb. 13	<i>Discussion 3 - Homosexuality: Social Impact on Mental Health</i>	<i>Meyer; Cramer et al; Aas & Delmas; Schlatter & Steinback</i>
Mon.	Feb. 18	<i>Spring Reading Week- No classes</i>	
Wed.	Feb. 20	<i>Spring Reading Week- No classes</i>	

Mon.	Feb. 25	Disorders of Childhood and Adolescence	15
Wed.	Feb. 27	Disorders of Childhood and Adolescence	15
Mon.	Mar. 4	Disorders of Childhood and Adolescence	15
Wed.	Mar. 6	Cognitive Disorders and Aging	16
Mon.	Mar.11	Cognitive Disorders and Aging	16
Wed.	Mar.13	Therapies	17
Mon.	Mar. 18	Therapies	17
Wed.	Mar. 20	<i>Discussion 4 - Should treatment be mandated?</i>	Monahan et al; Munetz et al; CMHA; Schizophrenia.com
Mon.	Mar. 25	Issues of Prevention and Mental Health Promotion	18
Wed.	Mar. 27	Mental Disorder and the Law	19
Mon.	Apr. 1	Mental Disorder and the Law	19
Wed.	Apr. 3	<i>Discussion 5 - Responsibility for a criminal act</i>	Dupuis et al; Byrick & Walker-Renshaw
Mon.	Apr. 8	Review	

Topics will be covered in the order given above. You should do the assigned reading before that topic is covered in class. In class, I will discuss those parts of the chapter that I feel are the most important, most difficult, or the most interesting. For chapters that are on the class schedule, a file will be posted on OWL that will guide you as to which parts of each chapter you are responsible for.

ATTENDANCE:

The academic calendar states that frequent absence from class can lead to students being “debarred from writing the final examination.” In other words, you may fail a course for missing classes. I take attendance. Students leaving before I have taken attendance will be marked absent for that day; attending class means attending the whole class. Attendance is expected.

EVALUATION:

Based on the very large amount of material, evaluation will include four evenly spaced exams, based on the text and, lectures. The exams will consist of multiple-choice questions and are not cumulative.

Test 1 is scheduled for November 5th in class. Questions will be based on material from Chapters 1-5 and the corresponding classes. Test 1 contributes 15% of your course grade.

Test 2 will be held during the Mid-Year Examination period (December 10-21) and will be scheduled by the Registrar's Office. Questions will be based on material from Chapters 6-10 and the corresponding classes. Test 2 contributes 15% of your course grade.

Test 3 is scheduled for February 11th in class. Questions will be based on material from Chapters 11-14 and the corresponding classes. Test 3 contributes 15% of your course grade.

Test 4 will be held during the Final Examination period (April 11-30) and will be scheduled by the Registrar's Office. Questions will be based on Chapters 15-19 and the corresponding classes. Test 4 contributes 15% of your course grade.

DISCUSSIONS:

Attendance at in-class Discussions is **mandatory**. There will be five formal Discussion sessions, spaced throughout the year. They will usually be held during a Wednesday lecture period, and will be worth a total of 20% of the final grade. Answers to set questions on assigned articles or readings are to be handed in at each Discussion. At times the questions will require some research beyond the specific assigned articles. Discussion marks will include a component for participation; as much as 75% of an assignment mark can be deducted for lateness or non-attendance at Discussion.

WRITTEN ASSIGNMENT: A Critical Analysis

Each student will write a critical analysis of a controversial issue relating to abnormal psychology. This may take the form of a review including research or journal articles on competing sides of the issue, or a rebuttal, backed up by scientific evidence, of an article in the popular media. The paper should be 8 - 10 pages in length, and must include a minimum of 10 articles (8 published within the last 5 years). Chosen references must have been published in scholarly journals appropriate to the discipline. Copies of the abstracts of references must be provided in an appendix. Written work must be sure to follow APA style properly, and to avoid plagiarism.

Topics for the paper must be submitted no later than January 14, 2019 and must be approved by me. If you do not clear your topic with me, you will not be permitted to write the term paper. Once approved, you will not be permitted to change your topic.

The assignment will be due **in class** on **March 25, 2019**, and will be worth **20% of the final mark**. Note that **late papers will be subject to penalty (5% per day) and may not be accepted**.

Evaluation Summary:

Test 1 (November 5, 2018)	15%
Test 2 (TBA)	15%
Test 3 (February 11, 2019)	15%
Discussions	20% (ie. 4% each)
Written Assignment	20%
Test 4 (TBA)	15%
<i>Total 100%</i>	

Please note that grades **cannot** be adjusted on the basis of need. Your mark in the course will be the mark that you earn. Tests and exams cannot be re-written to obtain a higher mark and there are no extra credit assignments available.

For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

Note: In Psychology you are expected to follow the American Psychological Society (APA) guidelines for writing and for acknowledgment of sources, and to use APA referencing format. Further information on use of APA style will be given in class. There is also a copy of the APA style manual on reserve in the Brescia library.

In keeping with university regulations, failure to attend a test or exam **will result in a mark of zero**, unless documentary evidence of extenuating circumstances is provided. Social events, travel plans, vacations, misreading the test schedule or sleeping in are not legitimate reasons for missing a test. Only under special circumstances will a student be allowed to write a make-up test. The instructor must be notified of any such case as soon as possible, and the student request a make-up. If the instructor allows a make-up test, the student will be expected to write the test within a week or two after the missed test.

Late submission of assignments will result in a penalty of 10% of assignment mark per day and late submissions will not be marked after the fifth day, unless evidence of extenuating circumstances has been provided. All submissions must be typed or clearly hand-written. Illegible handwritten submissions will not be accepted.

N.B. There will be no re-taking of tests/examinations nor extra work available for the purpose of improving grades. You must plan to study and prepare well in advance of examinations. The course involves a fair amount of reading on your own. It is best to read text sections before the corresponding lectures. You are advised to attend every lecture - especially as in this course attendance for discussions is mandatory. If you are unable to attend a discussion session, arrange to be excused in advance. Missing lectures is the responsibility of the student. Should you be absent you are advised to find out what material you missed and make arrangements to catch up on that material. It is pointless to come to any instructor at the end of the term to plead for a higher grade on grounds that you had problems (personal or academic). Deal with problems as soon as they arise - see someone, take action - no-one will think less of you for doing so; in fact it shows intelligence and sense of personal responsibility.

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment.

Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the

Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.