

**PSYD33H3Y – Lec31 - Current Topics in Abnormal Psychology**  
**Class Syllabus**

**Instructor:** Anna Grivas Matejka

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**Office Hours:** By Appointment

**Time and Location:** Tuesdays, 5:00pm to 7:00pm in HW 309. Classes begin Tuesday Sept 15, 2009 and end Tuesday Dec 1, 2009.

**Course Description:** This course will include an intensive examination of selected issues and research problems related to mood, anxiety, schizophrenia, psychosis and eating disorders. Classes will consist of lectures, discussions and student presentations.

**Weekly Schedule:**

<b><u>WEEK #</u></b>	<b><u>DATE</u></b>	<b><u>TOPIC</u></b>	<b><u>LEARNING OBJECTIVES</u></b>
Week 1	Sept 15/09.	1. Review Course Syllabus.	
Week 2	Sept 22/09.	Mood Disorders –Case Studies	- Become familiar with the DSM-IV criteria for Dx’s under the Mood Disorders category -Identify diagnostic criteria of mood disorders in a case study
Week 3	Sept 29/09.	Mood Disorders- Research Findings	-TBA
Week 4	Oct 6/09.	Group #1 Presentation	- To be determined by Group #1
Week 5	Oct 13/09.	Introduction to Anxiety Disorders	- Become familiar with the DSM-IV criteria for Dx’s under the Anxiety Disorders category -Identify diagnostic criteria of anxiety disorders in a case study
Week 6	Oct 20/09.	Group Presentation #2	- To be determined by Group #2
Week 7	Oct 27/09.	Introduction to	- Become familiar with

		Schizophrenia and Psychosis	the DSM-IV criteria for Dx's under the Schizophrenia and Psychosis Disorders category -Identify diagnostic criteria of schizophrenia/psychosis disorders in a case study
Week 8	Nov 3/09.	Research Findings in Schizophrenia and Psychosis	-TBA
Week 9	Nov 10/09.	Group Presentation #3	- To be determined by Group #3
Week 10	Nov 17/09.	Introduction to Eating Disorders	- Become familiar with the DSM-IV criteria for Dx's under the Eating Disorders category -Identify diagnostic criteria of eating disorders in a case study
Week 11	Nov 24/09.	Research Findings in Eating Disorders	-TBA
Week 12	Dec 1/09.	Group Presentation #4	- To be determined by Group #4

**Course Evaluation:**

30% Class Discussion/ Focus Questions

30% Case Studies

40% Group Presentation

**Description of Assignments:**

**1. Class Discussion/ Focus Questions (30%)**

Each week students will receive a set of questions to guide them while completing the required readings. During class time students will be required to discuss the articles in general and the focus questions. At the beginning of the class session each student will submit their written responses to the focus questions. The completion of the written portion of the focus questions will comprise their "Class Discussion/Focus Questions" grade.

## 2. Group Presentation (40%)

Groups will choose a topic and review an area of the literature to present and facilitate the class discussion. Groups will choose 2-3 new articles for the class to read and focus the discussion around the articles.

Groups may choose to present:

- opposing arguments on a specific topic and conduct a debate
- review the scientific findings pertaining to their chosen topic
- compare and contrast different theoretical orientations in a specific area of interest

Each group must submit the learning objectives and required readings to the class **two weeks** before their presentation day.

The grade will be allocated as follows:

- Content (20%) - Is the content covered relevant? Was the content covered thoroughly? Was the content analyzed and interpreted well? Was the group knowledgeable about the content?
- Presentation Style (20%) – What the group well organized? Was the class discussion facilitated well? Was their time managed well? Was the presentation original and engaging?

## 3. Case Studies (30%)

Students will work in small groups to identify the diagnostic criteria of a specific disorder from a case study. Students will complete the questions pertaining to their case study and be prepared to discuss their case study with the class as well as submit their written answers at the end of the lecture. The written portion of the case study assignment will comprise of 30% of the Final grade.

### **Accessibility:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the *AccessAbility* Services Office as soon as possible. I will work with you and *AccessAbility* Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC *AccessAbility* Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca).