



Psychology  
**UNIVERSITY OF TORONTO**  
SCARBOROUGH

# Abnormal Psychology

PSYB32 (L99)

ONLINE ONLY

Professor Konstantine K. Zakzanis

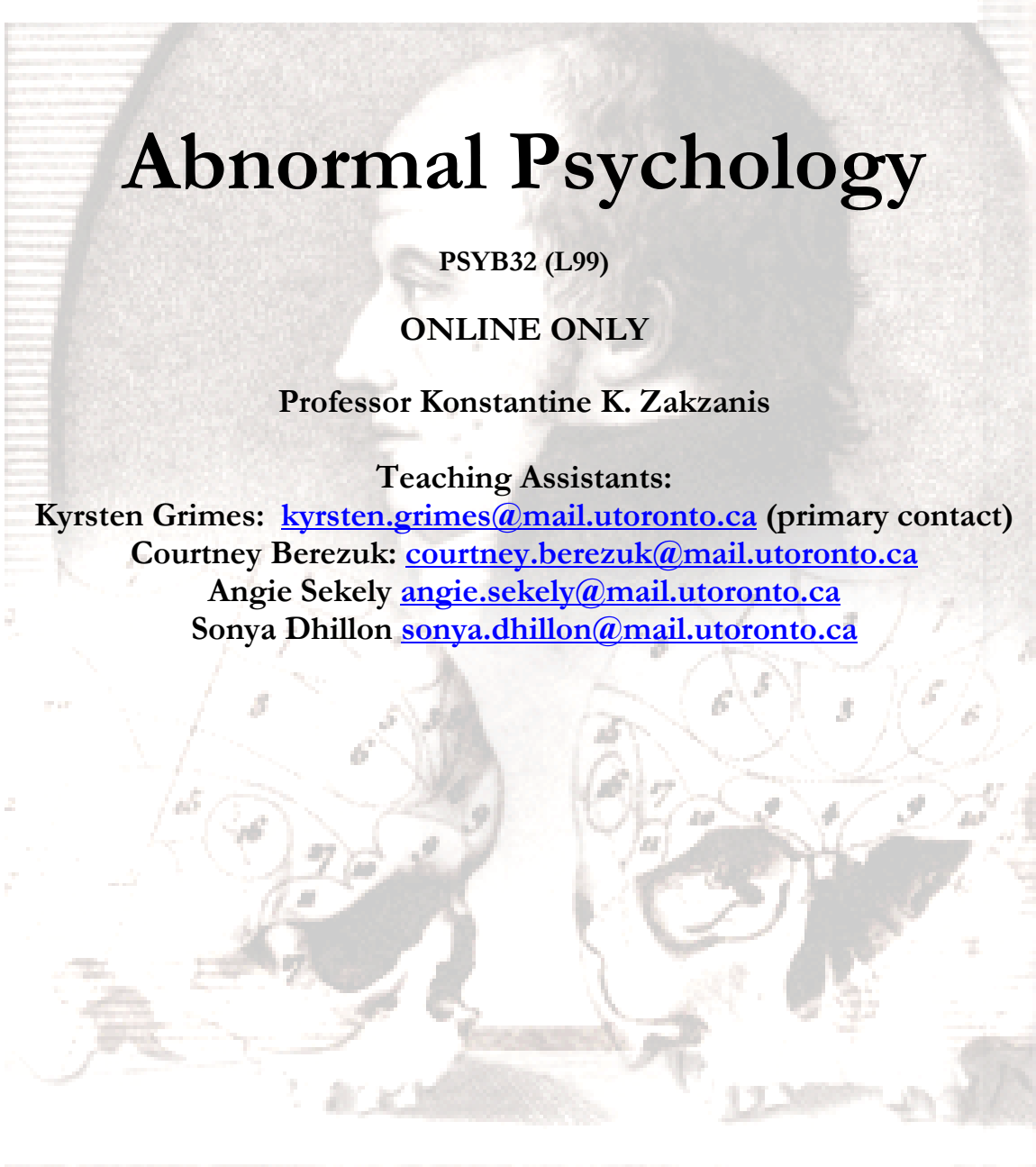
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# Course Overview

Throughout history, whether a person's behavior is labeled abnormal often has depended on the cultural norms for appropriate behavior and the gender and ethnicity of the person. Current definitions of abnormality focus on the person's ability to function in daily life and his or her level of distress and grasp of reality. Many biological and psychological tests are used to assess people's functioning and well-being. The information gathered in these tests is compared to criteria for diagnosing psychological disorders provided in guidebooks such as the DSM. Several modern biological and psychological theories provide different ways of understanding and treating people with psychological disorders. Most disorders appear to be influenced both by biological and psychosocial factors, and theories integrating these factors have proven most useful in understanding and treating abnormality.

The disorders that we will look at in detail involve maladaptive and distressing emotions, thoughts, cognitive deficits and behaviors that are often chronic and pervade every aspect of people's lives. For example, people with anxiety disorders and mood disorders frequently experience extreme emotional distress that severely interferes with their ability to function in life. Biology, stressful experiences, and maladaptive ways of thinking all appear to contribute to the anxiety and mood disorders. Fortunately, there are several effective biological and psychosocial treatments for these disorders. In addition, psychosis is a loss of touch with reality, and is the hallmark of the disorder called schizophrenia. Schizophrenia probably has strong biological roots, but can be influenced by environmental stress. Moreover, people with personality disorders maintain a consistent personality style, but it is a highly maladaptive style for them and for people around them. Substance use disorders similarly involve specific maladaptive behaviors and can have negative effects in many domains of life. Finally, cognitive disorders that are progressive in nature (e.g., Alzheimer's disease, frontotemporal dementia, progressive aphasia, Parkinson's disease, Huntington's disease, progressive supranuclear palsy, and multiple sclerosis) can have crippling effects and are becoming ever more prevalent given the burgeoning elderly population.

After reviewing the aforementioned disorders and understanding the nature of methodology, assessment, diagnosis, and treatment, it is hoped that this course will better able the student to answer the question "what is abnormality?"

## Important Notes:

There will be a handful of persons invited to give brief talks/demonstrations of their work as it relates to course content. To this end, prior to each visit, I will announce the content of the talk/demonstration. These health care professionals and former students will join us to share their experience and understanding of specific course content. There may be some content that some individuals might find offensive—such is the case when our topic is abnormal psychology. Again, these talks/demonstrations are meant to help you answer the question "what is abnormality?"

## Textbook:

### **Abnormal Psychology (Fifth Canadian Edition)**

By: Davidson, Blankstein, Flett & Neal

- *The study guide is highly recommended*
- *The DSM-5 Guide for Students is recommended for the peerScholar assignment*



## Grading Scheme:

### (1) First Examination worth 30% of your final grade

- *Your 1<sup>st</sup> examination will consist of 60 multiple-choice questions.*

### (2) Second Examination worth 30% of your final grade

- *Your 2<sup>nd</sup> examination will consist of 60 multiple-choice questions.*

### (3) Your Final Examination is worth 30% of your final grade

- *Your final examination will consist of 60 multiple-choice questions.*

### (4) peerScholar Assignments (10% of your final grade)

In this course, we will utilize peerScholar, which I trust you are all familiar with from your experience in Introductory Psychology.

Students will be expected to complete FIVE (5) peerScholar assignments in this course. Each assignment corresponds to a specific lecture. See Lecture Dates, Readings and Assignments section of this outline.

For each assignment, students will be presented with a Clinical Case. Your peerScholar assignment will require you to comment on the case in terms of your diagnostic impression. Your peers will grade your assignment. You will be expected to outline a clinical diagnosis and why you have made it. For example, you should speak to what symptoms were evident and how they fit into the clinical diagnosis you come up with and moreover, what other clinical diagnoses you ruled out and why (i.e., state your differential diagnosis if there is one to make, and select your clinical diagnosis and state why).

**At the end of the course, your TAs will grade one of these five peerScholar assignments. One will be chosen at random and will be marked by the TAs, so be sure you put your best effort into each one of them and complete them in a timely manner (please see the peerScholar website for individual deadlines). This will be worth 10% of your final grade. If you are late or miss a phase, you will lose marks (NO EXCEPTIONS).**

Here is how it works:

Firmly grounded in published research, peerScholar is a powerful online pedagogical tool that helps develop your students' critical and creative thinking skills. peerScholar facilitates this through the process of creation, evaluation and reflection. Working in stages, students begin by submitting a written assignment. The system then circulates their work for others to

review, a process that will be anonymous. Students receive peer feedback and evaluations immediately, reinforcing your learning and driving the development of higher-order thinking skills.

### **Phase 1: Writing**

In the first phase, students log into the system and are presented with a given assignment. This assignment will require a written response to a case evaluation as per above. During this stage, students are also provided with a grading rubric for evaluating their peers' assignments in Phase 2. You will have one week for the writing phase of the assignment.

### **Phase 2: Evaluating**

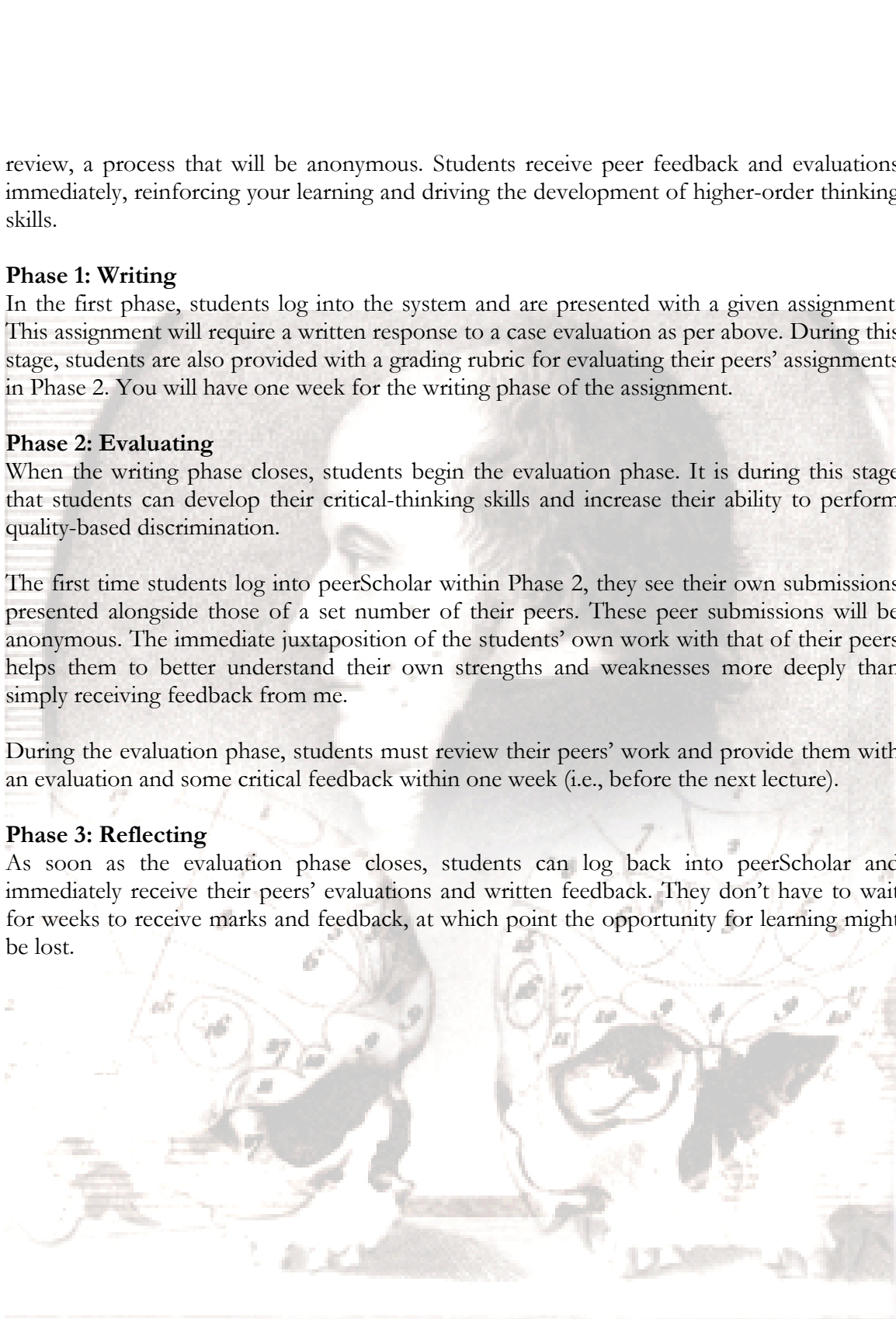
When the writing phase closes, students begin the evaluation phase. It is during this stage that students can develop their critical-thinking skills and increase their ability to perform quality-based discrimination.

The first time students log into peerScholar within Phase 2, they see their own submissions presented alongside those of a set number of their peers. These peer submissions will be anonymous. The immediate juxtaposition of the students' own work with that of their peers helps them to better understand their own strengths and weaknesses more deeply than simply receiving feedback from me.

During the evaluation phase, students must review their peers' work and provide them with an evaluation and some critical feedback within one week (i.e., before the next lecture).

### **Phase 3: Reflecting**

As soon as the evaluation phase closes, students can log back into peerScholar and immediately receive their peers' evaluations and written feedback. They don't have to wait for weeks to receive marks and feedback, at which point the opportunity for learning might be lost.



## Important Dates: 2017 Fall Session

### September 2017

- September 4 • Labour Day; University closed
- September 5 • Start of the 2017-18 Fall/Winter session; classes begin in F and Y section code courses
- September 15 • waiting lists for F and Y courses turned off at end of day
- September 16 • results for Type 2 and 3 program requests available (second request period)
- September 16 • first day to request June 2018 graduation
- September 16 • last day to add or make section changes to F and Y section code courses;
- September 16 • F and Y course load count date for program/per-course fee determination
- September 18 • last day to accept invitation and enrol in Type 2 and 3 programs (second request period)
- September 18 • last day to withdraw from commerce/computer science/bioinformatics & computational biology programs for the 2017-18 fall/winter session if enrolled in at least one F/Y section code course to have current session fees adjusted;

### October 2017

- October 9 • Thanksgiving Day; University closed
- October 7-13 • Fall Reading Week - no classes
- October 20 • December examination schedule posted (tentative)

### November 2017

- November 20 • last day to cancel F section code courses without academic penalty;
- November 20 • last day to add or remove a [CR/NCR option](#) for F section code courses

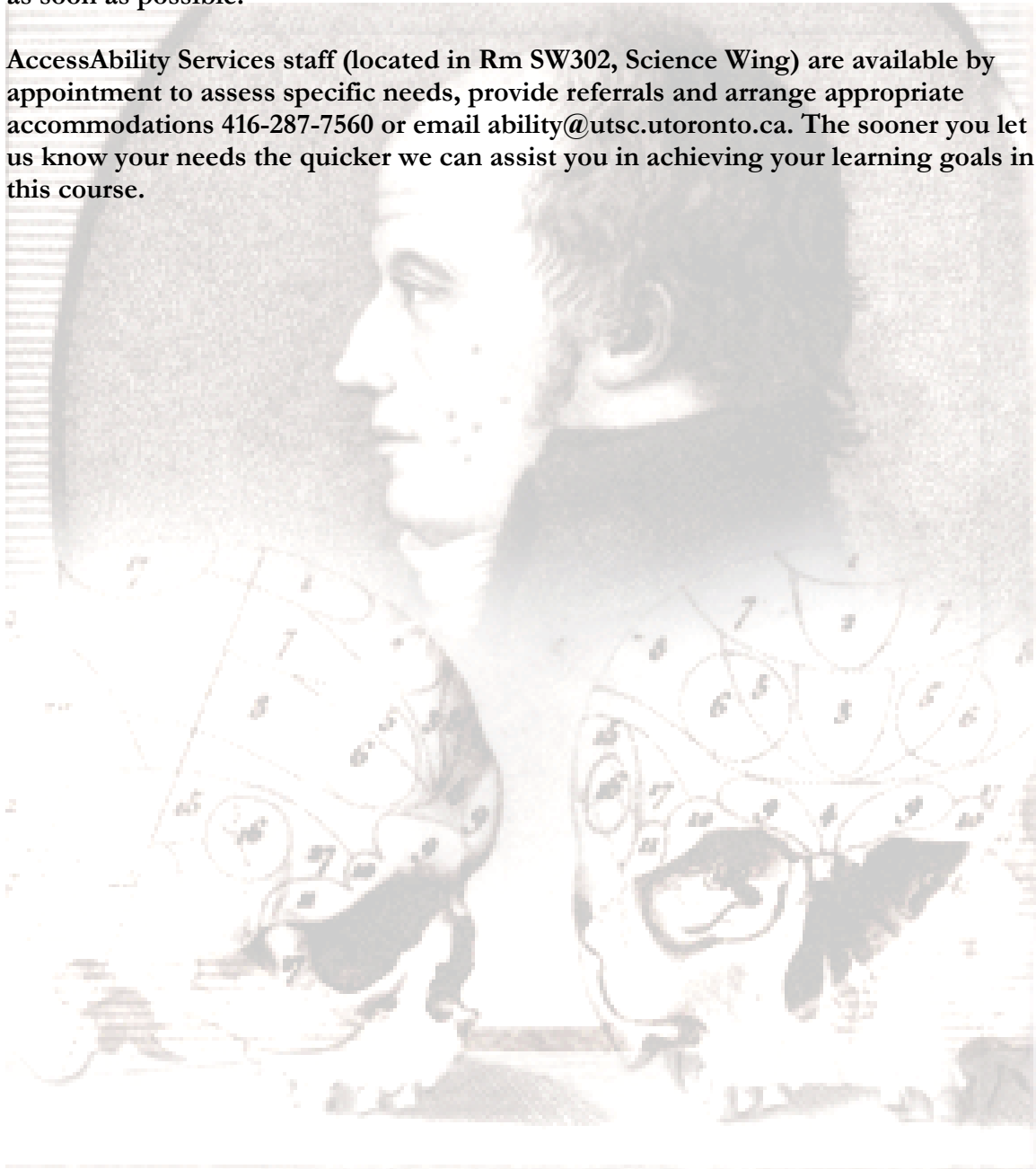
### December 2017

- December 4 • Fall term classes end in most F and Y section code courses
- December 4 • Makeup Monday classes (at instructor's discretion);
- December 4 • last day to request [LWD](#) from F section code courses
- December 5 • study break; no classes
- December 7-20 • December examination period: final examinations in F section code courses; term tests in Y section code courses (note: some final exams/term tests may be held on a Saturday during this period)
- December 21 - January 2 • University closed for winter holidays December 21 to January 2;
- December 21 - January 2 • winter (S & Y) classes resume on January 4, 2018



**\*NOTE:** 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 as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.



# Lecture Dates, Readings & Assignments:

September 7:

Welcome; Course Description and Requirements & Questions Answered

*Readings:* Chapter 1: Introduction, Definitional and Historical Considerations

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Week of September 11:

*Readings:* Chapter 2: Current Paradigms and the Role of Cultural Factors

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Week of September 18:

*Readings:* Chapter 3: Clinical Assessment

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Week of September 25:

*Readings:* Chapter 4: Classification and Diagnosis  
Chapter 5: Research Methods in the Study of Abnormal Behaviour

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**Week of October 2: proposed date – see blackboard announcement**

**First Examination worth 30 % of your final grade**

The exam will consist of 60 multiple choice questions from chapters 1-5. Details regarding the time, location and room assignments will be posted on Blackboard one week prior.

**Week of October 9:**

Reading Week (no class)

**Week of October 16:**

**Readings:** Chapter 7: Somatic Symptom Disorders and Dissociative Disorders  
Chapter 6: Anxiety, Obsessive Compulsive Disorder & Post Traumatic Stress Disorder

Guest: Christopher Rodriguez, Gestalt Institute

**Week of October 23:**

**Readings:** Chapter 8: Mood Disorders  
Chapter 10: Eating Disorders

Guest: Nancy / Luc

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**Week of October 30:**

***Readings:*** Chapter 14: Sexual Disorders and Gender Dysphoria

Guest: James Cantor, Ph.D., CAMH Scientist. (\*Please note the content of this lecture may offend some. You have been forewarned).

**Week of November 6: proposed date – see blackboard announcement**

**Second Examination worth 30% of your final grade**

The exam will consist of 60 multiple choice questions from chapters 6, 7, 8, 10 and 14. Details regarding the time, location and room assignments will be posted on Blackboard one week prior.

**Week of November 13:**

***Readings:*** Chapter 11: Schizophrenia

Guest: Neil

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**Week of November 20:**

**Readings:** Chapter 12: Substance Related Disorders  
Chapter 13: Personality Disorders

**Week of November 27:**

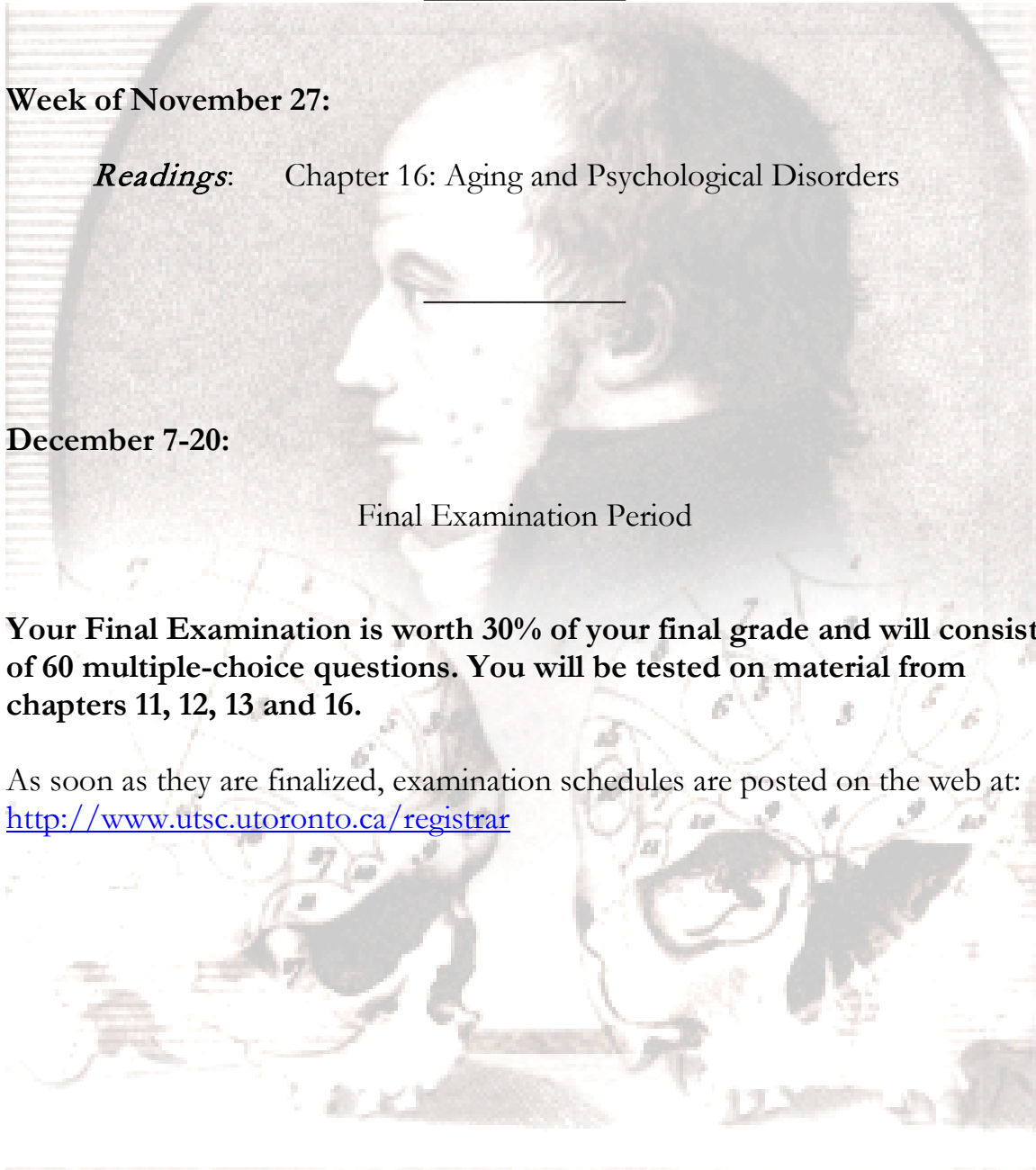
**Readings:** Chapter 16: Aging and Psychological Disorders

**December 7-20:**

Final Examination Period

**Your Final Examination is worth 30% of your final grade and will consist of 60 multiple-choice questions. You will be tested on material from chapters 11, 12, 13 and 16.**

As soon as they are finalized, examination schedules are posted on the web at:  
<http://www.uts.utoronto.ca/registrar>



## *Missed Term Work due to Medical Illness or Emergency:*

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed [Request for Missed Term Work form](http://uoft.me/PSY-MTW) (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

### Appropriate Documentation:

In the case of missed term work due to **illness**, only an **original copy** of the official [UTSC Verification of Illness Form](http://uoft.me/UTSC-Verification-Of-Illness-Form) will be accepted (<http://uoft.me/UTSC-Verification-Of-Illness-Form>). Forms are to be **completed in full**, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

In the case of **medical emergency**, an original copy of the record of visitation to a hospital emergency room should be provided.

In the case of a **death of a family member**, a copy of a death certificate should be provided.

In the case of a **disability-related** concern, an email communication should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) from your Disability Consultant at AccessAbility Services, detailing the accommodations required. The Course Instructor should also be copied on this email.

For U of T **Varsity athletic commitments**, an email communication should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) from a coach or varsity administrator, detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, anything related to personal travel, weddings/personal/work commitments.

### Procedure:

Submit your (1.) [request form](#) and (2.) [medical](#)/other documents in person **within 3 business days** of the missed test or assignment. Forms should be submitted to **SW427C between 9 AM - 4 PM**, Monday through Friday. If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard course announcements daily, as accommodations may be time-critical. The Course Instructor reserves the right to decide what accommodations (if any) will be made for the missed work.

**Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed term work (assignments and midterms). Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>)

## *Frequently Asked Questions:*

**Q:** *I missed the midterm, can I write the makeup?*

**A:** Only those with a [Request for Missed Term Work form](#) stamped by the department and a [UTSC Verification of Illness Form](#) signed by a licensed physician explaining why you were absent for the midterm ON THE DAY OF THE EXAM will be permitted to write the makeup examination. Carefully read the information located under “*Missed Term Work due to Medical Illness or Emergency*” on the previous page.

**Q:** *I will be outside of the country during the test, can I write the makeup?*

**A:** No. As a responsible student, you are expected to plan excursions accordingly. As soon as the registrar sends us a copy of the midterm/final examination schedule, we will post an announcement.

**Q:** *I don't have all of the pre-requisites for this course, can I still be enrolled?*

**A:** No. Pre-requisites are in place for a reason; many of the concepts build upon the content learned from prior courses. Allowing an exception would be unfair to the other students who took the pre-requisites.

**Q:** *I am not happy with my mark; is there anything I can do to improve it – like an extracurricular assignment?*

**A:** The best way to improve a mark is to study, study, study. The more you review the material, the more you will be able to ‘speak the language’ of abnormal psychology. Ask us questions – we’re here for you. Sorry, no extracurricular assignments.

**Q:** *I missed the makeup; can I write another exam or can I have my marks reweighed?*

**A:** If you have another valid medical reason for missing the makeup, please follow the instructions outlined on the previous page for missed term work.

**Q:** *I am on academic probation and I need a bump up my final mark; otherwise, I will be kicked out of school! Can you please bump my mark?*

**A:** This situation is unfortunate and as much as we would like to help, it would be unethical and unfair to the rest of the students to bump a mark for an individual.

**Q:** *Is the study guide required? What does it contain?*

**A:** The study guide is optional. It contains review and practice questions designed to complement the material from the text.

**Q:** *I forgot that one of the phases for peerScholar was due! Can I have an extension?*

**A:** No. It is your responsibility to keep up with the peerScholar schedule by way of the peerScholar website, Blackboard announcements, and lecture announcements and synchronizing this with your schedule.



## *Academic Integrity:*

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are

expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note:

You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

