

PSYC 385-01
Abnormal Psychology
Fall 2020

Instructor:	Mohammed Shakeel, Ph.D	Lecture Location:	D2L
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Office Hours:	Email for appointment		

Course Description

This course is designed to provide an overview to the field of abnormal psychology, with particular emphasis on adult psychopathology. The course will cover assessments, diagnosis, characteristics, and biological and environmental factors affecting major psychological disorders. Psychosocial and pharmacological therapies will also be discussed.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Accurately identify symptoms and DSM-5 diagnostic criteria of common psychological disorders	Multiple choice exams, assignments	1,2,7	C
Identify the different theoretical approaches to abnormal psychology and understand how these distinct approaches inform ideas about the causes and treatments	Multiple choice exams, assignments	1,2,4,5	I
Identify common symptom overlap between disorders while also being able to demonstrate an understanding of differential diagnosis.	Multiple choice exams	1,2	C
Evaluate different treatment methods and compare and contrast the efficacy of these methods	Multiple choice exams	1,2,7	I
Discuss and evaluate current controversies within the field of abnormal psychology	Multiple choice exams, assignments	1,2,4,5	I
Describe how the understanding and classification of mental disorders has evolved over time	Multiple choice exams, assignments	1,2,4,5	C

PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion.

Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Course Format

Class materials will be posted to the course D2L page on/before the day/time of each scheduled class as per the course schedule below.

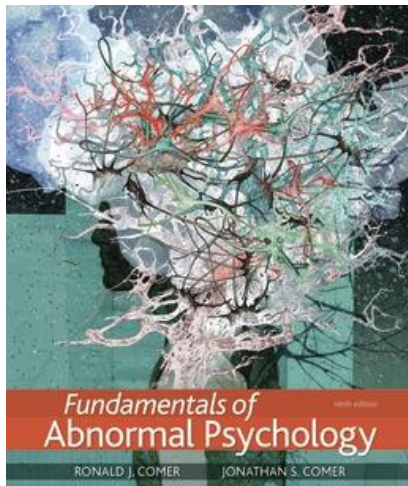
Prerequisites

PSYC 200 and 201– Principles of Psychology I and II

Required Text

Comer, R.J. & Comer, J.S. (2019). *Fundamentals of Abnormal Psychology (9th Ed.)*. New York: Worth Publishers.

Available at the U of C bookstore, through University libraries, or as an e-book.



Assessment Methods

Notes:

- Assignments can be submitted via D2L dropbox
- If you miss an exam/assignment without instructor approval, you will receive a score of 0 for that exam/assignment.
- Exams in this course are closed book. The use of resources, including class notes, the textbook, and online resources, is prohibited during the exams in this course. Students may not communicate with others about course material or the exam either in person or electronically during exams.

Assessment Method	% final grade	Due Date/time	Format	Chapters
Written assignment-1	15%	Oct 9 th , 2020 (11:59 p.m.)	Essay	N/A
Midterm Exam	35%	Oct 23 rd , 2020 Midterm exam will be set up as a D2L Quiz to begin on October 23rd at 3 pm. You will have a 24-hour window to complete the exam. Once you begin the exam, you will have one hour and 15 minutes to complete it (50 minutes for the exam and additional 25 minutes to account for any technological issues).	Multiple-choice questions	1-7, corresponding lectures
Written assignment-2	15%	Nov 20 th , 2020 (11:59 p.m.)	Essay	N/A
Final Exam	35%	The final exam will be set up as a D2L Quiz to begin on the scheduled final exam date and time as scheduled by the registrar. You will have a 24-hour window to complete the exam. Once you begin the exam, you will have one hour and 15 minutes to complete it (50 minutes for the exam and additional 25 minutes to account for any technological issues).	Multiple-choice questions	9-15, corresponding lectures (not cumulative)

Written assignments:

Assignment 1: Research paper

Select a disorder discussed in class and identify one recent peer-reviewed paper (since 2015) about its causes or mechanisms (e.g., memory dysfunction in schizophrenia, genetic causes of depression, manic symptoms in bipolar disorder). The paper should be 2 pages in length and include a summary of the study including background, methods, results, and discussion and your assessment of the paper. Your assessment can include comments on the need for the study and hypotheses (was there a better way to answer this question), methods (e.g., choice of controls) and results (were the statistical techniques appropriate, were there alternative methods you would have used), discussion (are the conclusions in line with what we know about the condition). You may also comment on the limitation of the study in a larger context [e.g., does the study focus too narrowly on one aspect of the disorder (e.g., genetics) while ignoring or failing to consider the role of other factors (e.g., traumatic experiences)]. You need not refer to other papers in order to comment on the paper being reviewed. It is sufficient to review it based on discussions in the class. More information about the assignment will be provided in the lectures (see schedule).

Do not forget to include the full citation of the paper you reviewed in APA format.

Assignment 2: Movie paper

Write a review of a movie from a psychopathological perspective. The paper should be 2 pages in length.

- Briefly summarize the plot to show familiarity with the story, and focus on the psychological abnormality or symptoms depicted in the movie.
- Comment on how accurately the symptoms/disorder is depicted, what liberties the movie took in describing the symptoms/condition. Where there any errors in depicting the symptoms/condition?
- What model of mental illness is being emphasized/presented in the movie (biological, psycho-social, psychoanalytic, etc.). It may also be a combination of approaches.
- Comment on how the movie presented the condition to the audience. Does it promote stereotyped views of mental illness, does it try to provide a sympathetic view of mental illness, does it comment on social stigma associated with mental illness?
- Comment on how the symptoms/illness is presented in the historical/social context
- You may also make other observations which are not included in the above points as long as it is relevant from a psychopathological perspective

The movies you can choose from are:

- Shutter Island (2010)^a
- A Beautiful Mind (2001)^c
- Joker (2019)^c
- I am Sam (2001)^c
- The Soloist (2009)
- Twelve monkeys (1995)^c
- One flew over the cuckoo's nest (1975)^{b,c}
- Psycho (1960)^b

More information about the assignment will be provided in the lectures (see schedule).

^aAvailable on Netflix (<https://www.netflix.com/title/70095139>)

^bAvailable at the University of Calgary library

^cAvailable through the Calgary Library Services

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance*. An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance*. Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

- Vodcasts of lectures will be posted on/before the date for each class.
- Extra Research Participation Course Credit is Not Offered for this Course.

Date	Topic
W Sep 9	Overview of syllabus and class expectations. Chapter 1. Introduction
F Sep 11	Chapter 1. Introduction (contd.)
M Sep 14	Chapter 2. Models
W Sep 16	Chapter 2. Models (contd.) <i>Note: Last day to drop a class without a penalty is Sept 17th.</i>
F Sep 18	Chapter 3. Assessment and treatment <i>Note: Last day to add or swap a course</i>
M Sep 21	Chapter 3. Assessment and treatment (contd.)
W Sep 23	Chapter 4 Anxiety disorders (+assignment 1 details)
F Sep 25	Chapter 4 Anxiety disorders (contd.) <i>Note: Fee payment deadline for Fall Term full and half courses.</i>
M Sep 28	Chapter 4 Anxiety disorders (contd.)
W Sep 30	Chapter 5. Trauma and stress-related disorders
F Oct 2	Chapter 5. Trauma and stress-related disorders (contd.)
M Oct 5	Chapter 5. Trauma and stress-related disorders (contd.)
W Oct 7	Chapter 6. Mood disorders
F Oct 9	Chapter 6. Mood disorders (contd.). Assignment 1 due.
M Oct 12	<i>Thanksgiving Day. No lectures.</i>
W Oct 14	Chapter 6. Mood disorders (contd.)
F Oct 16	Chapter 7. Suicide
M Oct 19	Chapter 7. Suicide (contd.)
W Oct 21	Chapter 9. Eating disorders
F Oct 23	Mid-term exam
M Oct 26	Chapter 9. Eating disorders (contd.)
W Oct 28	Chapter 9. Eating disorders (contd.)
F Oct 30	Chapter 10. Addictive disorders (+assignment 2 details)
M Nov 2	Chapter 10. Addictive disorders (contd.)
W Nov 4	Chapter 10. Addictive disorders (contd.)
F Nov 6	Chapter 12. Schizophrenia and related disorders
Nov 8-14	<i>Term Break, Remembrance Day (Nov 11). No Classes</i>
M Nov 16	Chapter 12. Schizophrenia and related disorders (contd.)
W Nov 18	Chapter 12. Schizophrenia and related disorders (contd.)
F Nov 20	Chapter 13. Personality disorders. Assignment 2 due.
M Nov 23	Chapter 13. Personality disorders (contd.)
W Nov 25	Chapter 13. Personality disorders (contd.)
F Nov 27	Chapter 14. Childhood onset disorders
M Nov 30	Chapter 14. Childhood onset disorders (contd.)
W Dec 2	Chapter 14. Childhood onset disorders (contd.)
F Dec 4	Chapter 15. Disorders of aging and cognition
M Dec 7	Chapter 15. Disorders of aging and cognition (contd.)
W Dec 9	Chapter 15. Disorders of aging and cognition (contd.) <i>Last day to withdraw with permission from Fall Term half courses.</i>
Dec 12-23	Fall Final Exam Period

Absence from a test/exam

Makeup exams are **NOT** an option without the approval of the instructor. Students who miss an exam deadline have up to 48 hours to contact the instructor to ask for a make-up exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup exam with the instructor within this 48-hour period forfeit the right to a makeup exam. At the instructor's discretion, a makeup exam may differ significantly (in form and/or content) from a regularly scheduled exam. **Once approved by the instructor a makeup exam must be written within 2 weeks of the missed exam on a day/time scheduled by the instructor. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam:**
<https://www.ucalgary.ca/registrar/exams/deferred-exams>

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December examination period. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. **If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).**

Reappraisal of Graded Term Work: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:
<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The

posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 17, 2020**. Last day add/swap a course is **Friday, September 18, 2020**. The last day to withdraw from this course is **Wednesday, December 9, 2020**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>