

# Abnormal Psychology (PSYC 235) FW 2017-18

## Course Syllabus

### Teaching Team

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### Course Description

The experimental approach to the understanding, description and modification of abnormal behaviour is emphasized in the analysis of disorders of cognition (e.g., learning, memory and thinking), disturbances of affect (e.g., anxiety and depression), and problem behaviours (e.g., addictions, sexual disorders and psychopathy).

This course aims to provide you with the underlying knowledge base and opportunity for critical thinking about abnormal psychology necessary for students planning on going into helping professions such as clinical psychology, counselling, and social work. The emphasis throughout the course will be on the contributions of empirical research to the classification, etiology and treatment of the behavioural disorders examined. Other than the introductory chapters, generally each chapter deals with a major diagnostic category, describing the symptoms that distinguish each disorder from others. Each chapter will describe the incidence and natural history of the disorder and etiological theories as well as evaluate treatment approaches.

**\*\*Note:** Although this is an online course, keep in mind that it cannot be completed entirely at your own pace. You will be required keep up with the course material via online participation (e.g., quizzes, forum discussions, and assignments) within certain time frames.

### Learning Outcomes

The specific course objectives are:

1. To understand the DSM-V—the Diagnostic and Statistical Manual of Mental Disorders—its language and categories, why it is so important to diagnosis, assessment and treatment of mental disorders, as well as its drawbacks.
2. To identify the major mental disorders throughout the lifespan and begin to differentiate between the disorders using client symptoms.
3. To appreciate the role of basic and clinical research in understanding mental disorders and their treatment.

4. To apply various psychological theories to the conceptualization of individuals with various mental disorders.
5. To understand treatments and therapies for mental disorders and begin to evaluate their effectiveness.
6. To be acquainted with a range of issues, controversies, and thinking regarding human abnormality.

## Course Materials

Available from the [Campus Bookstore](#).

- o Barlow, D.H., Durand, V. M., & Stewart, A. H. (2015) *Abnormal Psychology: An Integrative Approach*, 5th Canadian Edition. Toronto: Nelson.

The text is available in hard copy and electronic formats, and includes quizzes, videos, and access to online resources to help you learn important concepts. Additional articles and/or videos etc will be available electronically via the onQ course website and should be read/viewed in conjunction with the assigned text readings. **NOTE:** copies of core text 'chapters' will **not** be made available electronically via the onQ course site.

## Assessments

Assessment	Weight
Unit Quizzes (x6)	6%
Discussion Question (x4)	8%
Assignment 1	10%
Assignment 2	10%
Assignment 3	10%
Proctored Midterm	20%
Proctored Final Exam	36%

## Assessments and Activities Overview

Evaluation (See [Course Timeline](#) for due dates).

Much of your work in this course will be assessed using the ICE (Ideas, Connections, and Extensions) principles that distinguish different levels of learning growth (e.g. from novice through to competence and expertise) which was developed by S. Fostaty Young & R. Wilson at Queen's Faculty of Education.

**IDEAS** - Indicate that a student has accurately recall and reiterated facts and opinions to which he or she has been exposed. 'Ideas represent the building blocks of learning'.

**CONNECTIONS** - Show evidence that a student is drawing comparisons between ideas presented in a variety of settings (either the content level or the personal meaning-making level). 'Connections at the more personal, meaning-making level are demonstrated when students are able to relate their new learning to what they already know. Learning at this level is usually more retrievable and longer-term than learning at the Ideas level.'

**EXTENSIONS** - Extrapolations, or new ideas and hypotheses, which can emerge from making connections. 'New learning is created from old so that students are able to use it in novel and creative ways that may well be quite far removed from the original learning context'.

The ICE principles are used and explained with the understanding that students are capable of making transitions from remembering to understanding, and from understanding to inventing, and that such transitions are highly desirable learning outcomes.

<http://www.queensu.ca/teachingandlearning/modules/principles/documents/Teaching,%20Learning%20and%20Assessment%20in%20Higher%20Education.pdf>

### Active Learning Activities

Student engagement in active learning activities increases knowledge of content and promotes critical thinking and problem-solving abilities, while instilling a sense of belonging to broader academic community. In the PSYC 235 online environment, we achieve this through student participation in online discussion activities where students are able to review each other's work, ask/comment on questions, and critically assess topics posed by the Instructor and/or peers and so on. Students are also able to test out their ideas, receive feedback from TAs and clarify their understanding in this environment.

### Live Sessions via Adobe Connect

All Adobe Connect session times and dates can be found by [clicking here](#).

## **Unit Review Sessions:**

There will be six (6) unit review sessions (each one being offered twice). Students are free to attend the session timing that best suits their personal circumstances (which could include both timings per topic). Where possible, the sessions will be recorded for students to be able to access separately.

These sessions will focus on reviewing material and topics covered in the current unit, and preparation for self and formal assessment activities. You are expected to attend one of each of the scheduled sessions in its entirety. However, in the case of unavoidable scheduling conflicts these sessions will be recorded and available for students to watch at a time suitable to their schedule.

## **Exam Review Sessions:**

There will also be two exam revision sessions (each one being run twice) prior to the midterm and final exams. Each session will also last one hour and students will be free to attend for as long (or as little) as they wish.

## Discussion Questions

There are 4 Discussion Question forums. Students will have a set of questions that they must respond to, and will be graded on the quality of their contribution and overall participation. Each Discussion Question forum will be worth 2% of your final mark (students will receive individual marks for these activities), for a total of 8% towards your final grade. These forums will build off of the course readings, Live Adobe Connect sessions, and unit quizzes, and will require you to integrate and expand on the information you have learned. In conjunction with the other online activities, these will prepare you for the 3 major assignments (each worth 10% of your final grade).

## Unit Quizzes

There are 6 unit quizzes that will take place at the end of each major section of the course material. Each quiz will be worth 1% of your final mark, for a total of 6% towards your final grade. These quizzes are designed to ensure that you are on track with the course material, and have the foundational knowledge required to be successful in the formally assessed components of this course. Each quiz will contain a variety of questions that related to the content covered during the previous unit and may include multiple choice, true/false, matching, and short answer questions.

## Assignments

The assignments will consist of written responses to questions or case studies. Information regarding the length of the assignments and submission formatting requirements will be included in the description of each assignment. In addition to material covered each week, the discussion

question forums and Abode Connect sessions will also provide valuable guidance for students when completing these assignments.

Each assignment will be worth 10% of your overall mark for this course (total 30%).

### **Proctored Midyear Exam**

The midterm will cover material from the first 11 weeks of the course (i.e. Textbook Chapters/Pod Casts, Quizzes, Forums, Assignments, Adobe Connect Sessions etc), and may consist of multiple choice, fill in the blank, definition, matching, short answer, long answer, or other types of questions. It is held in December during the official exam period. Please watch for announcements. Midyear Exam dates: The specific dates for each exam will be announced later in the term by the Registrar's office. Once the exam schedule has been finalized the exam date will be posted on your SOLUS account.

### **Final Exam\*\***

The final exam will take place during the official April Exam period (date determined by the Office of the University Registrar and will be posted on the Exams website). The final exam assessment will focus on material from week 13 – 24 but may also contain questions pertaining to the first 11 weeks. (i.e. Textbook Chapters/Pod Casts, Quizzes, Forums, Assignments, Adobe Connect Sessions etc).

*The Final Exam is proctored and must be taken at a designated exam centre. It must be taken at the identified time/place*

**\*\*In keeping with the Psychology Department's policy concerning online courses, you must write and pass the final exam in order to pass the course.**

### **Participant Pool for 200-Level PSYC Courses**

The Psychology Department Participant Pool has been expanded this year to include students enrolled in certain PSYC 200-level courses including this course. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a **maximum of 2%**. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. This way you can complete studies toward each course. However, you cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. Also, the penalty for missed experiments is the same as the one in PSYC 100. For more details, please see the information posted at the Psychology Participant Pool page on the Department website: <http://www.queensu.ca/psychology/undergraduate/participant-pool-information>.

As with PSYC 100, studies will be listed on SONA, and you will receive an email with the information you need to register your account on SONA after the end of the drop/add period. Expect the email around the middle of the third week of the fall semester. In addition, during the

first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the drop/add period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. Researchers of the particular study for which you wish to get credit will administer the alternative assignment (NOT your course instructor -- course instructors are not involved in the crediting for studies or alternative assignments). You must contact the researcher of a particular study (see the study's contact information on SONA) before the last week of classes for the year to complete the alternative assignment option. Although the length of studies will vary, the alternative assignment will take less time (approximately 30 minutes), so you will earn 0.5% for each alternative assignment that you complete.

### **Late Policy**

You are expected to complete and submit all forum activities, assignments, and exams by the indicated deadline. **NOTE:** Please make sure to consider time zones when completing activities and submitting assignments to OnQ. All deadlines are listed in Eastern Standard time (EST; UTC – 5:00).

Assignments submitted after the indicated deadline will receive a 5% per day late penalty. Please note that this penalty is accrued immediately after the deadline passes. That is, if the deadline is Sept 12<sup>th</sup> @ 2:00pm, submitting the assignment at 2:05pm will count as late and be deducted 5%. **NOTE:** Weekend days and holidays ARE included when calculating late penalties, and assignments that are more than two weeks late will not be accepted.

If you are unable to complete an assignment by the indicated deadline due to a medical/health problem or an extenuating personal circumstance, you must notify the instructor IMMEDIATELY. You will be required to provide appropriate documentation before the instructor will consider waiving any late penalties. **NOTE:** Waiving late penalties or extending deadlines in these circumstances are at the sole discretion of the instructor. Notifying the instructor of your situation well after the due date has passed is not an advisable course of action, as you are not guaranteed accommodation.

### **Contacting the Teaching Team**

The teaching team contact information is located on the Homepage of the course (see "Teaching Team").

For general questions about the course, please post to the Questions discussion forum topic, (located in the upper right corner of the homepage of the course). Feel free to help answer your peers' questions on this forum. Most questions are answered within 24 hours.

Please use your Queen's email for inquiries that are more personal in nature, or for issues such as academic accommodations, marking, or concerns of a personal nature. If you need to have a more detailed conversation, please schedule a virtual office meeting with your instructor.

## **Course Feedback**

At various points during the course, students will be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets).

In addition to a pre-course activity/questionnaire, students will also complete a brief survey in the 3rd week of the term, providing insight into their experience of the course structure, including interactive elements, along with the technical support provided. This feedback enables the team to make any adjustments necessary to improve the online learning environment. Additional student feedback will be sought throughout the course. All surveys are anonymous, and directly related to activities, assessments, and other course material.

## **Netiquette**

In an online course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

## **Copyright**

The material on this website is copyrighted and is for the sole use of students registered in PSYC 235. The material on this website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in PSYC 235. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

## **Accessibility/Accommodations**

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>.

Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

## **Academic Considerations for Students in Extenuating Circumstances**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclw/files/files/policies/ExtenuatingCircumstancesPolicyFinal.pdf>) was approved in April, 2017.

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements.

The Faculty of Arts and Science is developing a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which will be posted on the Faculty of Arts and Science website in Fall, 2017.

## **Academic Integrity**

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see [www.academicintegrity.org](http://www.academicintegrity.org)).

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see <http://www.queensu.ca/artsci/students-at-queens/academic-calendar>), and from the instructor of this course. For current policy updates visit: <http://www.queensu.ca/artsci/students-at-queens/academic-integrity>.



Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.