



PSY340H5S - Abnormal Psychology: Adult Disorders

Friday 9:00am – 12:00pm

Room Location: DH 2060(Deerfield Hall)

Contact Information

Dr. Norman Farb
Psy340@radlab.zone

Teaching Assistants:
Thomas Anderson
Nancy Diaz

Office Hours: Fridays @ 12:30-1:30pm
Office: DH4026

Course Description

This expands on the current theory and research related to the origin, diagnosis, classification and treatment of specific psychological disorders found in adulthood. Building on course concepts from PSY240, the Introduction to Abnormal Psychology, we will deepen our exploration of the field to help you develop a greater understanding of the historical and contemporary explanations for adult psychopathology. Throughout the semester we will discuss how abnormality is defined, the symptoms and characteristics of psychological disorders, current research and controversies in the field, and touch briefly on the various treatments available for individuals who experience mental health problems.

By the time students complete this course they should be able to:

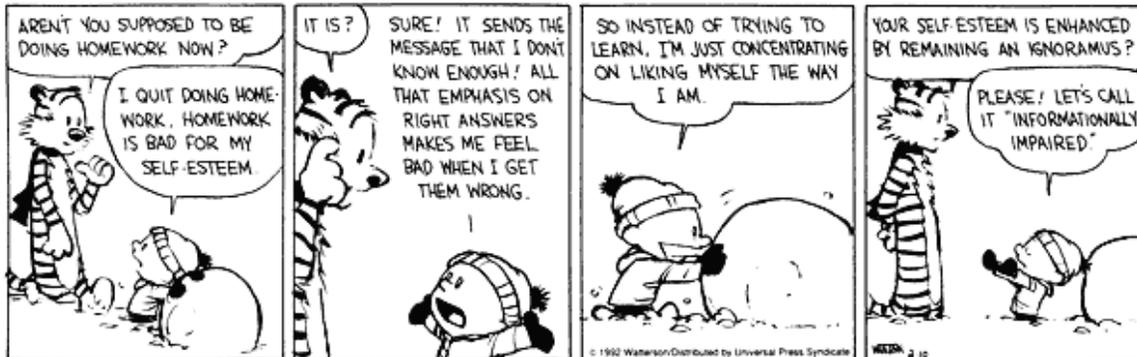
1. Recognize and assess the features of the most common psychological disorders among adults and convey this information in writing by conducting diagnostic case assessments.
2. Describe contemporary theories of abnormal behavior and treatment approaches for common adult disorders. Become familiarized with case-study accounts of real individuals struggling with a disorder and how they have experienced the course of their condition and the treatment received.
3. Formulate relevant discussion questions examining the boundaries between normal and abnormal behavior. Evaluate the role that cultural values and group membership play in the definition and enforcement of these boundaries.
4. Apply a theoretical framework covered in class readings and lectures to explain factors that contribute to the onset, severity, and chronicity of psychological disorders. This will be accomplished by analyzing the real-world experiences of individuals living with severe mental health conditions.
5. Design, write and present an action strategy to educate others by stimulating public or political discourse regarding psychological health.

Prerequisite: PSY201H5/equivalent, 240H5

If you have questions about missing prerequisites, the waiting list or other enrollment issues, please contact the Academic Counsellor for further information at jodie.stewart@utoronto.ca

Course Philosophy

In some ways this course will itself serve as an experiment, with a smaller emphasis on tests and exams. The goal of this course is to expose you to new ideas about how we construct our sense of connection and well-being, to challenge you to articulate your own reactions, criticisms, and confusions about these ideas, and to do so consistently throughout the term. In doing so, I see a possibility of this course making a lasting impact upon you, to refine your thinking about the nature of abnormal psychology rather than increase your corpus of memorized facts.



Course Webpage

The website associated with this course is accessible via <http://portal.utoronto.ca>

Note: You don't need to create a new login for Blackboard; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Blackboard. If you have any general questions regarding Blackboard, please visit the following help site: <http://www.portalinfo.utoronto.ca/students.htm>

Reading Material

This course will employ peer-reviewed research articles only as assigned readings. There is no textbook for this course. All course readings will be made available to you through the course website on Blackboard. You will be responsible for downloading the readings and having them completed before each class. If you like, you can use whatever text you used for PSY240 (a pre-requisite for this course) as a handy reference.

Lectures and Readings

It is my hope that the bulk of lecture time will be spent in discussion of course readings and concepts. I will give short lectures each week and may elaborate on topics as they are raised in class; occasionally we will also have guest speakers. The goal is to use class time to actively explore ideas, not as the first step in fact memorization- if you are prepared to discuss readings in class, you will have time to develop ideas that will be needed to do well on the midterm and final exam.

Course Evaluation

Course evaluation will be composed of the following:

Weekly Class Experiment	10 x ½ % =	5%
Class Experiment Report		10%
PSA Video		10%
PSA Paper		10%
Participation		10%
Midterm		25%
Final Exam		30%
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		100%

Public Service Announcement (PSA) Video + Paper

You will design, write and present an action strategy to educate others regarding psychological health by creating a Public Service Announcement (PSA). This project has two components:

- 1) Brief Paper:** you will choose a topic/issue from the course material and prepare a 3-page research paper about the topic. The paper should do the following:
1. Introduce an established finding in abnormal psychology, supported by 1 empirical research paper **not** already included as a course reading;
 2. Explain why that you think the public might not already know about this finding, and why it would be important for them to find out about it;
 3. Briefly describe your idea for the PSA video- your final video might end up looking different, but let us know your current tentative plan.

Format: the paper should be no less than 2½ pages and no more than 3½ pages, double-spaced, APA format, 1 inch margins, Times New Roman font.

Due Date: The paper is due by midnight on February 19th.

Grading Rubric:

Criteria	Specific Points	Weight
Identify. Select an appropriate finding to share in your PSA.	Finding comes from an appropriately-cited empirical research paper. Finding is within the domain of abnormal psychology. Relevance to public health/awareness is well explained.	50%
Originality. Be thoughtful and original.	Proposed PSA sounds feasible, effective, and interesting way to communicate the research finding.	40%
Formatting. Use APA 6 th edition formatting, accurate spelling and grammar throughout the paper	Paper is well-formatted, appropriate length, shows evidence of proof-reading and revision, does not try to manipulate spacing to increase/decrease final length, citation and reference format is correct.	10%

- 2) Video:** You will create a **90 second** video that brings awareness to this mental health issue and how it can be addressed/helped. An example topic would be: There is a link between depression and smoking. Explain what that link is and educate the public (in your PSA announcement) on this issue. A public service announcement serves as an education tool with information about the problem *and* tangible solutions/help/resources that can be attained to help individuals with the problem. Your PSA video **must not** be longer than 90 seconds due to class time restrictions. **Videos must be between 60-90 seconds to be graded.**

For the video, you may use whatever means you like- you can act in it yourself, include friends, use images, special effects, clips from other shows/movies/interviews- it's up to you.

Grading Rubric:

Criteria	Specific Points	Weight
Educational. The video communicates the content proposed in the PSA paper.	The video communicates research-based evidence around abnormal psychology and mental health in a clear and effective manner.	50%
Entertainment. Originality and ability to sustain viewer engagement.	The video captures the audience's attention, provides a sense of fun and/or urgency that helps the viewer to retain the central message.	50%

Due Date: Your video must be submitted by March 4th; it will be screened in class and graded by the TAs on March 11th. ***Videos must be uploaded to YouTube and the link must be submitted through portal by this time!***

Midterm and Final Exam

The midterm will be 2 hours and the final exam will be 3 hours long. Both tests are essay-based. In the exams, you will be asked to reflect upon the course readings and the class experiment and to provide a *transdiagnostic* account of how a particular vulnerability factor manifests across several of the disorders discussed in class, as well as how this factor may be addressed through therapeutic intervention.

In your exam essay, you will be asked to do the following:

1. **Introduce** a unifying thesis or research question that drives this paper. Answer the question: why is the vulnerability factor important, why should we care about your paper?
2. **Summarize** a minimum of 3 research articles from the course readings, focusing on what each article describes about how the vulnerability factor manifests in the disorder of interest for that article. After briefly outline the each paper's finding, describe how it relates to your central thesis question.
3. **Synthesize** a more general model of the vulnerability factor, how it arises, and how it may be treated. If there are different ways to treat it depending on the disorder, why do you think such differences occur? How should treatment be modified to fit the disorder in question?
4. **Personalize**. How does this vulnerability factor 'hit home' with you and affect your personal understanding of abnormal psychology?
5. **Conclude**. How has this investigation informed/complicated/clarified your thesis question? What other investigations would you like to see happen? Are there any general conclusions to draw?

Format: please try to write *double-spaced* in your exam booklet, for the sake of clarity and the grader's sanity. Please write in pen, and if you can, print rather than write in cursive.

Grading rubric: Here's how it will be graded:

Criteria	Specific Points	Weight
Thesis. Focus on a single argument because this is a very short writing assignment.	The thesis is clearly expressed and all major points of evidence and inference are related back to the thesis with summary statements. Conclusion reframes/modifies thesis in light of the evidence.	20%
Evidence. Be concrete and use evidence from the lectures and readings to create a convincing argument.	Three peer-reviewed, empirical research papers are reviewed. Review is of appropriate level of depth to explain what happened in each study without getting lost in details. Papers seem relevant to the research thesis	30%
Inference. Use the evidence to make useful inferences about your thesis.	Makes reasonable conclusions based on each piece of evidence. Avoids unsupported generalizations. Comes up with thoughtful modifications / limits to the thesis as a consequence of inferences.	20%
Originality. Be thoughtful and original.	Does not simply regurgitate research findings without introducing own thoughts. Thoughts offer insight about the research thesis. Author introduces own ideas or relates thesis to personal experience.	10%
Clarity. Write with clarity and conciseness.	Paper is easy to follow, arguments follow a logical progression, paper is organized appropriately according to syllabus instructions, uses 'hourglass approach' to introduce the problem, narrow into evidence, expand into implications.	10%
Formatting. Adequate spacing, spelling and grammar throughout the paper	Paper is organized in paragraphs, well-formatted, shows attempts at proof-reading and revision, reference format is correct.	10%

Due Date: the midterm will take place on Feb 12, while the final exam will take place sometime during the exam period at the end of term, specific date to be announced.

Class Experiment

Weekly surveys: Throughout the term, we will be running an experiment around the relationship between perceived stress and a person's sense of well-being. **Each week**, you will be asked to fill out a brief (5 minute) online survey on your own level of stress, well-being, and regulation strategies. Each week's survey is worth ½ a final grade. The first week's survey will be slightly longer to allow us to collect demographic and personality variables.

Experiment report: Throughout the term, we will go over basic data analysis techniques that will help you learn to do basic data analysis. The day following the final survey (March 19th) an anonymized version of the class data will be released on blackboard as an Excel file. You will then have about 10 days to write a 3 page report on the class experiment. No external references are needed for this report- the aim is to give you some exposure to working with and interpreting experimental data, and reporting such data in a short 'executive summary' format.

The report should do the following:

1. **Describe** the aspects of the survey- what types of questions were asked, how many weeks, how many participants? As a participant what was it like for you to do the survey? Did you learn anything about your own relationship with stressors, mood, and emotion regulation strategies? Should be approximately 1 page long.
2. **Analyze** the relationship between stress and mood for each participant in the class, providing an average correlation between the two scores. ½ page long.
3. **Examine** whether one of the baseline demographic / personality variables predicts the correlation between stress and mood. Present the correlation between this variable and the stress/mood correlation scores, and graph this correlation using a scatter plot. **Including the graph, this should be ½-1 page long.**
4. **Discuss** the results of the data and what it tells us about how stress impacts mood in our class. **½-1 page long.**

Formatting: The report should be 2½- 3 pages in length, double-spaced, one-inch margins. The report must be done in 12 point font, Times New Roman font, double-spaced, no extra line breaks for paragraphs, regular-sized (0.5 inch) indents at the start of every paragraph. Citations are NOT required for the experiment report.

Grading Rubric:

Criteria	Specific Points	Weight
Describe	The experiment is well-described, provides a sense of what was asked, frequency of response, why the experiment was conducted, and what it was like to participate in the study.	25%
Analyze	The mean correlation score between stress/mood is correctly calculated with its standard deviation, and the score is correctly interpreted in terms of what it means about the stress/mood relationship across participants.	10%
Examine	An appropriate variable is selected and the correlation between this variable and stress/mood correlations scores is correctly reported with an accurate interpretation of what it means for the moderation of stress/mood.	15%
Graph	The graph is properly labelled with the moderating variable on the x axis and the stress/mood correlation scores on the y axis. A line of best fit is plotted. The graph contains the correct # of data points and is readable.	10%
Discuss	The discussion correctly summarizes the findings, and introduces at least 1 strong 'take-home' inference/interpretation of the data. The broader relevance of these findings is also discussed.	30%
Formatting	Paper is well-formatted, appropriate length, shows evidence of proof-reading and revision, does not try to manipulate spacing to increase/decrease final length.	10%

After this assignment, you will have a great line in your CV where you can honestly say you have participated in and analyzed a real longitudinal psych study! **Submit** this paper by uploading a word document or pdf to blackboard.

Participation

Each week, you are expected to contribute the course community through discussion, both in class, but also on the online discussion board. We are a 'medium-sized' class for U of T, capped at 100 students! That means that not everyone will have a chance (or perhaps the desire) to speak in front of the class each week. **However, you can still participate online by posting to the course discussion board folder on blackboard to ask/discuss answers to questions.**

Posting thoughtful questions, ideas, criticisms (other than 'the reading was too long') and other links to other papers you have read all count towards participation. If you contribute every week, you should end up with a 7% or 8% out of the 10% in participation, with the final 2% reserved for exceptional contribution to classroom and online discussion. The idea here is to share your ideas but also to be respectful of everyone else's time and the value of their ideas. Please think through what you want to talk about and then we shall see where the dialogue takes us! Please note that participation is measured on a weekly basis; you **cannot** slack most of the term and then write 10 discussion board posts on the last week of class and receive full participation marks. Forums will be available for posting interesting links, ideas, and experiences in addition to discussion of the readings.

Communication and Conduct

1. The best way to succeed in this class is to **come to lectures and office hours**.
2. Content and general course questions should be posted on the **discussion board**.
3. **Course email is for administrative matters**; course-related email to other addresses will not be answered; content questions to the course email will not be answered.
4. **Missed work requires medical documentation** to be excused, no exceptions.
5. **Please be considerate of others in class. Silence cell phones**, and limit discussion with neighbours to dedicated discussion time each week.
6. **Marking requests must be submitted in writing** in class, office hours, or the main office.
7. **Learn with integrity**. Read about it on: <http://www.artsci.utoronto.ca/osai/students>

Course Outline

Date	Topic	Assignments
Jan. 8	Week 1: Introduction; Theories & Definitions of Abnormality	- Commit to this class! - Get acquainted with Blackboard
Jan. 15	Week 2: Stress, the Body, and Anxiety	- Class Experiment 1
Jan. 22*	Week 3: Research Methods in Psychology <i>Note: Guest Q&A with a Clinical Psychologist!</i>	- Class Experiment 2
Jan. 29	Week 4: Mood Disorders	- Class Experiment 3
Feb. 5	Week 5: Schizophrenia	- Class Experiment 4
Feb. 12	Week 6: IN-CLASS MIDTERM	- Class Experiment 5
Feb. 19	<i>Reading Week- No Class</i>	- Class Experiment 6 - PSA Paper (due by midnight on Feb 19)
Feb. 26	Week 7: Personality Disorders	- Class Experiment 7
Mar. 4	Week 8: Sexual and Gender Disorders	- Class Experiment 8 - PSA Video (due by midnight on March 4th)
Mar. 11*	Week 9: Class PSA Presentations <i>...bring some popcorn</i>	- Class Experiment 9
Mar. 18	Week 10: Substance and Eating Disorders	- Class Experiment 10
Mar. 25	<i>Good Friday – No Class</i>	- Class Experiment Report (due by midnight March 27)
Apr. 1	Week 11: Cognitive Disorders and Lifespan Issues	
FINAL EXAM TBA: April 11-April 25, 2016		

* Guest Lecture / Online Lecture (TBD)

Missed Test Special Consideration Request Process

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request that the Department grant them special consideration. Students must present their case to the Department (NOT the Instructor) by submitting a request via the online Special Consideration Request form at: <https://utmapp.utm.utoronto.ca/SpecialRequest>.

Students are to submit original supporting documentation (e.g., medical certificates, accident reports, etc.) to the Psychology Academic Counselor or drop it in the drop box located outside the Psychology office, Deerfield Hall, 4th Floor. Students have up-to one week from the date of the missed test to submit request. Late submissions will NOT be considered without a letter of explanation specifying and documenting the reasons for the lateness.

Medical certificates or physician's notes must be completed by the Physician and MUST include the statement "This Student [name] was unable to write the test on [date(s)] for medical reasons". This documentation must show that the physician was consulted within one the day of the missed term test. A statement merely acknowledging a report of illness made by the student to the physician is NOT acceptable. For further information on this procedure please see: <http://www.utm.utoronto.ca/psychology/undergraduate-studies/missed-testslate-submissions>

If you missed your test/assignment deadline for a reason connected to your registered disability, please be advised that the department will accept documentation supplied by the UTM AccessAbility Resource Centre.

IMPORTANT: The Department of Psychology verifies the authenticity of medical certificates by contacting medical offices. Students are NOT to make any changes or alteration to completed medical certificates. Students who submit forged or altered documentation are subject to severe academic penalties.

If your request is approved by the department, a make-up test will be offered within 2 weeks of the original test date. Please contact Jodie Stewart (jodie.stewart@utoronto.ca) for further information pertaining to the make-up details.

Extension of Time Special Consideration Request Process

Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request directly to the Instructor for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>.

You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

Original supporting documentation (e.g., medical certificates, accident reports, etc.) must be submitted to the Psychology Academic Counselor or dropped off in the drop box located outside the Psychology office Deerfield Hall, 4th Floor. Students are expected to submit requests to the Department before the last day of the term, unless demonstrably serious reasons prevent them from doing so. In the event of an illness, medical certificates or doctor's notes must confirm that student was ill on the due date of the assignment (for a one-day extension). For a longer extension, documentation must specify the full duration during which academic work could not be carried out.

For extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.utm.utoronto.ca/registrar/current-students/petitions>

Penalties for Lateness

A penalty of 10% per calendar day (i.e., including week-ends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the Instructor. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

Academic Guidelines

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

AccessAbility Services

Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847.

<http://www.utm.utoronto.ca/accessability/>

Academic Honesty and Plagiarism

Honesty and fairness are considered fundamental to the university's mission, and, as a result, all those who violate those principles are dealt with as if they were damaging the integrity of the university itself. When students are suspected of cheating or a similar academic offence, they are typically surprised at how formally and seriously the matter is dealt with -- and how severe the consequences can be if it is determined that cheating did occur. The University of Toronto treats cases of cheating and plagiarism very seriously. Please take the time to review the Academic Integrity website:

<http://www.utm.utoronto.ca/academic-integrity/students.>

- Common trends in academic offences:
- Plagiarizing/concocted references
- Collaboration/unauthorized assistance
- Purchasing work
- Recycling work - "double-dipping"
- Resubmitting of altered work for re-grading
- Electronic devices (cell phones) or any unauthorized aids
- Altering medical certificates and UofT documents

From the Code of Behaviour on Academic Matters: "It shall be an offence for a student to knowingly: represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known." All students must refer to this website to obtain information on what constitutes plagiarism.

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.>

If questions arise after reading the material on the website, consult your instructor.

Plagiarism will not be tolerated.

Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in

this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.

Academic Rights

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth 25% or more in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before. However, the assignment and test dates are fixed.