

PSY340H5F Abnormal Psychology: Adult Disorders

Tuesday 12:00pm - 3:00pm **Online Synchronous**

Course Delivery

ONLINE VIA ZOOM/QUERCUS

The course will be taught online via Zoom during class hours (12:00 to 3:00 pm on Tuesdays). Login to Quercus for direct link.

You need to login through your utoronto.zoom.us account (if you do not do this, you will not be able to access the course since the course will only let in authenticated users, e.g., users with utoronto.ca or utoronto.mail.ca email addresses).

- All lectures, tutorials and tests will be delivered during class time (12-3pm) EST on every Tuesday of the semester. Students are expected to attend lectures, tutorials and tests during class time in the Eastern Standard time zone.
- Tuesdays 12-2pm synchronous lecture immediately followed by the synchronous tutorial from 2-3pm.
- Office hours will be delivered in an online synchronous format on Mondays from 1-2pm EST with Prof Andersen. TA office hours are arranged per student request.
- Students are required to do readings and watch course media before coming to the online synchronous class on Tuesdays. Content required for each class is listed at the end of this syllabus.
- Assignments, tests and the paper for this course will all be submitted on Quercus.
- Lectures, class discussion and tutorial sessions will be recorded and posted. All material covered in the recordings is testable material.

Learn Anywhere Guide for Students

<https://library.utm.utoronto.ca/students/quercus/learn-anywhere>

University of Toronto tech [requirements for online learning](#)

Contact Information

Dr. Judith Andersen

Email: judith.andersen@utoronto.ca

Office hours: **Virtual via Zoom (Mondays 1-2pm EST)**

Teaching Assistants:

Jennifer Chan

jenniferf.chan@utoronto.ca

Diana Peragine

d.peragine@utoronto.ca

Thanh Phung

thanh.phung@mail.utoronto.ca

Be sure to register for a UTM Zoom account at <https://utoronto.zoom.us>)

Emailing your instructors: As your first contact on matters regarding course logistics, comments or concerns about the class, first email a TA. For confidential matters you can email your instructor at judith.andersen@utoronto.ca

Office hours are another opportunity to discuss course material and related concerns. E-mail should not be seen as an alternative to attending office hours. When emailing, please include "PSY340" and the topic of your email in the subject line. We will try to respond to all emails within 2 business days (we are not available during the evenings or on weekends). Please note that emails sent through Quercus are sometimes delayed by a day or two before the TA or professor has access to them. All email must come from an official utoronto.ca account.

Course Description

This course examines the current theory and research related to the origin, diagnosis, classification and treatment of specific psychological disorders found in adulthood. We will explore the field of abnormal psychology to help you develop a greater understanding of the historical and contemporary explanations for psychopathology and the biopsychosocial relationship between physical and mental health. 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.

Prerequisite: PSY201H5/equivalent, 240H5

Learning Outcomes

By the end of this course, students should be able to:

- Explain how psychosocial, developmental, experiential/environmental, and biological factors interact to shape mental processes and abnormal behaviour
- Identify key concepts, principles, and theoretical approaches in abnormal psychology
- Demonstrate an awareness and understanding of ethical considerations within abnormal psychology
- Critically analyze course material, case studies and sample diagnoses on tests and assignments
- Analyze how psychological findings are interpreted and communicated to broad audiences.
- Use scientific sources to critically evaluate claims and inform treatment strategies
- Connect foundational principles of abnormal psychology to modern-day, real-world applications

Reading Material

1. **TEXTBOOK:** Abnormal Psychology, Contrasting Perspectives, **Raskin, J. D.**, Macmillian, ISBN: 978-1-137-54716-3 (2019)
2. An Unquiet Mind. A Memoir of Moods and Madness. Kay R. Jamison. Vintage Books, 1996.
3. Required readings or media posted on Quercus

Course Evaluation

Participation (discussion board)	5%
Participation (weekly experiment)	5%
Paper on weekly experiment	10%
Mid-Term test	25%
Jamison Essay test	30%
Final test	25%
=====	
Total	100%

***Note:** We encourage students to engage with peers and study groups. However, only material and discussion from PSY340 course specific information (on Quercus and in your textbooks) are valid for testing and assignment purposes.

Participation – discussion board: To earn this participation score, you will be required to post to the PSY340 Quercus discussion board at three separate times during the semester (dates are listed on the last pages of this syllabus). These discussion boards are run by a TA. The topic is learning how to write essay questions and respond to critical thinking short answer test items. In order to earn the participation, you must post during each discussion week: a question and at least one response about course material covered in the course to that date.

Participation – weekly experiment: Simply log on to Quercus and complete the ‘Stress and Well-being Self Report Quiz’ every week. There are no right or wrong answers because this is data that you are collecting on your opinion. You will have the entire week to take the brief survey. The data you collect will then be used to write your paper. There are no make-up quizzes for participation as it requires you to self-report your opinion **on that week**. Once the week is over, you cannot go back. The purpose of this assignment is so you can learn how self-report data is collected in a real world ‘experiment’ and how data can be analyzed and written up for a paper in psychology.

Self-report logs each week will make up 5% of your total grade. You will need a total of 9 self-report scores logged by March 15 (there are 10 opportunities available if you take the quiz every week). Your self-reported total stress and wellbeing scores will then be used to complete your analyses required for the assignment (see paper). If you do not feel comfortable reporting on yourself, you are allowed to make up a ‘case’ (i.e., fake person) and report scores for them each week. You are encouraged to use your own self-report however, because then you will be able to see how patterns in your stress and well-being are correlated over the semester.

Paper: The paper consists of two parts, data-analysis & figure and a 1 page write up (10%)

Part 1: Data analysis includes typing in your self-report log scores into this website in order to run a Pearson correlation (<https://www.socscistatistics.com/tests/pearson/default2.aspx>).

Part 2: Analyses Report (Due March 22)

The analyses report should be maximum 1 page of written text, single spaced, followed by additional pages for your figures and references. No title page is necessary for this assignment.

Paper should include the following:

Hypothesis: What was your independent variable (X)? What is your dependent variable (Y)? What was your hypothesis and why?

Results: Average stress and wellbeing scores

- Pearson correlation value (r), size (ex. small, medium, large), and direction (positive, negative)
- P-value, and significance of the correlation (p -value < 0.05?)
- A sentence summarizing the results in words, rather than statistical values

Discussion:

- Did your results match your hypothesis? If so (or not), why? Reflect upon what you have learned throughout the term on factors that might have impacted your results.
- Briefly describe one “treatment” you could use to help manage stress. Include discussion of how it works, such as the biomechanism it would specifically target (e.g, dopamine receptors), and whether it is a realistic option for **you** (taking into account factors such as time commitment, cost, insurance coverage, location, availability, etc.)

Figure:

- A screenshot(s) of the Pearson correlation output that show:
 - Input values
 - Scatter plot
 - Calculations

Resources:

- For proper APA citation and formatting, refer to:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- Information about the PSS-4 and WHO5 Wellbeing surveys:
 - https://journals.sagepub.com/doi/full/10.1177/1359105313508346?casa_token=Pyh1dIsPDTsAAAAA%3AAQsd4-iGfmaSwfE7-rUtQxW-cFfmK80a6ra-t-jb2b0nAr4Xa0ZamVAa7IIMDX9xOJqU1sKSRE8
 - <https://www.karger.com/Article/Fulltext/376585>

Jamison Essay Test: Read the Jamison book listed above in the required readings section and log onto Quercus to answer 5 multi-part essay questions based on the book. The learning objective is to understand a.) the interaction between mental and physical health as indicated by the thoughts, feelings and behavior of Dr. Jamison b.) how medication for mental illness may impact things like physical health, well-being, quality of life, ability to function c.) Warning signs and risk factors for mental illness as well as indicators of resilience (as exemplified by Dr. Jamison’s life) d.) Indications of how typical mood fluctuations differ from clinical medical diagnoses and may become life threatening e.) factors that contribute to the stigmatization and de-stigmatization of mental illness. This is a timed, open-book test that you are required to complete by yourself (with no assistance from others).

Tests (MIDTERM and FINAL TEST): The midterm and final test will consist of short answer and multiple-choice questions. It is at the professor’s discretion to choose the number of each type of question on the tests. The topics covered on the tests are taken from the in-class lecture slides, tutorial sessions, class discussion and assigned readings/videos. The midterm test will cover material from class up to that date. The final test is cumulative and will cover material from all classes and tutorials. Both tests will be accessible on Quercus during the stated date and time listed on this syllabus. <http://q.utoronto.ca>

****IMPORTANT INFORMATION ABOUT RE-GRADES:** If you believe that one or more of the questions on your tests were graded incorrectly you **must do** the following procedure. 1). Meet with the TA to review your test. If you still believe, after speaking with the TA that a question was mis-graded, you need to **write a paragraph as to why you believe that is the case and support your case with material from the textbook or class material**. Once you have written that paragraph and sent it to the professor, you may meet with the professor to review your case. **The professor NEVER changes grades simply by request**. If your assignment or test is regraded by the professor, the mark may increase or decrease based on the accuracy of the information according to course material as assessed by the professor.

Course Webpage

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

Note: You don't need to create a new login for Quercus; 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 Quercus. If you have any general questions regarding Quercus, please visit the following help site: <https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Students who wish to opt-out of using the University's plagiarism detection tool for the case study assignment must notify the instructor (via Quercus inbox message/email) *no later than 5PM on January 26th*. Upon receipt of notification, the instructor will request that the student provide *all* rough work (including, but not limited to, call numbers and/or URLs for all cited sources) when submitting their case study assignment.

IMPORTANT COURSE POLICIES **PLEASE READ**

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>.

Important note: Once the test/exam is available online or in-person and you're unable to write or have an approved request to miss, **DO NOT** at any point attempt to access/write the test/exam. If at any time you access the test/exam or sit down to write, you will **NOT** be able to submit a special consideration and/or your request will be refused.

If your request is approved by the department, a make-up test will be offered. You will receive an email when a make-up date has been arranged. The department will try to give 2-3 days notice of make-up date, however this is sometimes is not possible. Be prepared for the make-up.

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.

Supporting Documentation

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

Missed Final Exam or Extension of Time beyond exam period

Missed final exams or 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> and follow their procedures.

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

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. 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/>

Privacy and Copyright Disclaimer

Notice of video recording and sharing (Download and re-use prohibited)

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by

copyright. **Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.** For questions about recording and use of videos in which you appear please contact your instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are **made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way.** Posting recordings or slides to other websites without the express permission of the instructor will constitute **copyright infringement.**

Academic Honesty and Plagiarism

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 Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

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

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential **academic offences** in a digital context include, but are not limited to:

Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual "course groups."

5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

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 the Plagiarism Detection Tool (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 more than 25% 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.

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.

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.

Course Outline

Date	Topic	Readings
January 11	Conceptual, Historical and Research Perspectives *Weekly experiment	Raskin Chapter 1
January 18	Theoretical Perspectives *Weekly experiment	Raskin Chapter 2
January 25	Psychosis, Dissociation and Somatic Complaints *Weekly experiment	Raskin Chapter 4 & 8
February 1	Mood Problems *Weekly experiment	Raskin Chapter 5 & Participate in the discussion board this week
February 8	Mid-Term Test *Weekly experiment	3 hours, online Quercus test
February 15	Anxiety, Obsessions & Compulsions *Weekly experiment	Raskin Chapter 6 & Participate in the discussion board this week
February 22	READING WEEK – NO CLASS *Weekly experiment	
March 1	Jamison Essay Test *Weekly experiment	3 hours, online Quercus test
March 8	Trauma, Stress and Loss *Weekly experiment	Raskin Chapter 7
March 15	Feeding and Eating, Sexuality and Gender *Weekly experiment	Raskin Chapter 9
March 22	Substance Use and Addiction	Raskin Chapter 11 Paper due. Upload to Quercus by 5pm
March 29	Personality Issues	Raskin Chapter 12 & Participate in the discussion board this week
April 5	Final Term Test	