

## UNIVERSITY OPERATING DATES

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Please visit the Faculty of Arts and Sciences Sessional Dates website for all academic deadline.

## TIMELINE

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## LEARNING OUTCOMES

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By the end of this course, you will

• distinguish the diagnostic features of mental disorders to critically evaluate their overall

WEEKS	TOPICS
Week 1	Historical perspective on abnormality and classification
Week 2	Research methods and assessment
Week 3	Mood disorders and suicide
Week 4	Anxiety disorders
Week 5	Treatment for mood and anxiety
Week 6	Psychosis
Week 7	Personality disorders
Week 8	Substance use
Week 9	Somatic symptom and interaction between mental and physical health
Week 10	Eating disorders
Week 11	Sex and gender identity disorders
Week 12	Mental health issues in childhood and adolescence

**COURSE MATERIALS**

The following materials are available from the Queen's Campus book store

- Zaki, J.A. (2009). *Abnormal psychology: perspectives DS-5 update edition*, 4th edition. North York, Ontario: Prentice Hall. ISBN: 0-03-44-7017-1 ISBN: 3-97-0-344-7

- *MV Clinical Case, John W. Gill* (available full text online at library)

**SUGGESTED TIME COMMITMENT**



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For more information

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Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

We will accept a letter grade over the two counts, but the average will follow the lowest letter grade. (e.g., 90 would be an A, 80 would be a B, 75 would be a C, etc.). Any letter grade below a B- (e.g., D, D-, F) will not be used. This could substantially affect your mark, especially if the critical information contained in the "average" section. Be concise!

## EQUITY, DIVERSITY, AND INCLUSIVITY STATEMENT

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Queen's University recognizes that the value of equity and diversity is vital to and in a many ways its educational mission and standard of excellence. It acknowledges that direct, indirect and systemic discrimination exist within our institutional structure, policies and practices and in our community. We take many forms and work to differentially advantage and disadvantage people on account of social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples. In this clause I will work to clarify and

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**COURSE FEEDB**

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A student who engages in unacceptable conduct may be subject to penalty for a decrease in academic integrity and may also face administrative consequences for infringement of intellectual property rights. ~~PHYC 3 . PHYC 3 .~~

## ACADEMIC ACCOMMODATIONS

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

The Senate Policy for Accommodation for Students with Disabilities was approved at Senate in November 2010. If you are a student with a disability and think you may need accommodation, you are not only encouraged to contact the Queen's Student Accessibility Service (QAS) and meet with them as early as possible. For more information, leave a message on the QAS website.

Students with course accommodation should add their information to Venues using the widget located on the course homepage.

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## STUDENTS STUDYING OR TRAVELLING ABROAD

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If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In that event, students in other countries have been locked from accessing certain websites relevant to their course, as well as on Q. It is the responsibility of all students to look travel around the world, as we cannot control the format or timing of a semester or a semester as a result of travel plans.