

DETAILED COURSE OUTLINE

PSYC 236online

TERM DATES

Fall and Winter Terms (September/April): September 1, 2016/April 30, 2017

COURSE CALENDAR DESCRIPTION

The experimental approach to the understanding, description and modification of abnormal behaviour is emphasized. 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).

LEARNING OUTCOMES

Upon completion of this course, you will be able to;

- a) Understand the language and categories of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V), as well as its application to the assessment, diagnosis and treatment of mental disorders.
- b) Identify and differentiate between disorders using observed symptoms.
- c) Identify treatments and therapies for disorders, as well as begin to evaluate their effectiveness.
- d) Explain the role of both basic and clinical research in advancing our understanding of mental disorders and their treatment.

COURSE TOPICS

Unit 1	Historical, Modern, and Methodological Perspectives	Unit 4	Physical and Health Related Disorders
Week 1	Abnormal Behavior	Week 13	Physical Disorders & Health
Week 2	Psychopathology: An Integrative Approach	Week 14	Eating, and Sleep/Wake Disorders I
Week 3	Psychopathology: Clinical Assessment and Diagnosis	Week 15	Eating, and Sleep/Wake Disorders II
Week 4	Psychopathology: Research Methods	Week 16	Substance Related and Impulse Control Disorders
Unit 2	Disorders of Mood and Anxiety	Unit 5	Schizophrenic, Psychotic, and Personality Disorders
Week 5	Mood Disorders and Suicide I	Week 17	Schizophrenia Spectrum and Psychotic Disorders I
Week 6	Mood Disorders and Suicide II		

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

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 ONID. 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 Set at 2:00pm, submitting the assignment at 2:05pm will count as late and be deducted. 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 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.

SUBMITTING ASSIGNMENTS EARLY

In certain circumstances, students may wish to submit assignments early. Please refer to the **Assessments** section to see when assignments become available for submission.

FEEDBACK

Where possible, the teaching team will endeavour to provide feedback to the students within the following timeframes;

Assessment	Expected Feedback
^ 0 (• •• u v š] M •	Immediately upon completion (results only)
W r Œ Œ š ZI Ā j Ā •• } š] Ā] š	During & after discussion activity (as appropriate)
••] P v u v š •	Where possible within 2 weeks. Max within 1 ½ weeks prior to next assignment due date
D] š Œ u ~ } v o] v •	Where possible within 2 weeks
W Œ } š } Œ &] v o Œ u	Where possible within 2 weeks

You are expected to use the feedback provided to improve your work and marking will reflect this becoming more stringent with each successive assignment.

Students who submit their assignments by the indicated deadline can expect to have them returned at least one and half weeks prior to the next assignment deadline. If your assignment has not been returned by this time, it is your responsibility to contact the instructor/teaching assistant assigned to you.

NETIQUETTE GUIDELINES

The success of each of the online forum discussion and review activities will depend on both the effort you put into

EVALUATION

Much of your work in this course will be assessed using the ICE (Ideas, Connections, and Extensions) principles to distinguish different levels of learning growth (e.g. from novice through to competence and expertise) which was

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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 Adobe Connect sessions will also provide valuable guidance for students when completing these assignments.

Each assignment will be worth 10% of your overall grade.

Abnormal Psychology PSYC 235

WEEK 3 Psychopathology Clinical Assessment & Diagnosis

Introduction:

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	
Activity 2: Watch Week 3 Podcast	
Activity 3: Participate in Forum 2	



WEEK 4 Psychopathology Research Methods

Introduction: This week will introduce you to the various methods used in psychological research. You will learn about the ethical issues surrounding the study of abnormal psychology, as well as the sociocultural contexts that shape research questions, study design, data collection, analysis, and interpretation.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 2: Intro to Peer Review and ICE</u> Final Responses Due: Oct. 4 @ 11:55pm
Activity 2: Watch Week 4 Podcast	<u>Adobe Connected Unit 1 Review</u> Oct 6 ^h @ 11:30am
Activity 3: Complete Forum 2	Oct 6 ^h @ 7:30pm
Activity 4: Adobe Connected Unit 1 Review Session	<u>Forum 3: Discussion Question 1</u> Opens: Oct. 7 @ 12:05am
Activity 5: Participate in Forum 3	
Activity 6: Try Self-Assessment Quiz 1	

UNIT

WEEK 7: Anxiety, Trauma-Related and Obsessive-Compulsive Disorders Part I

Introduction: During week 7 we will be discussing the causes of, criteria for, and treatment of anxiety and related disorders. Anxiety disorders will include; generalized anxiety disorder, panic disorder and agoraphobia, specific phobia, and social anxiety disorder, while trauma and stress related disorders will include; post-traumatic stress disorder, adjustment disorder, and attachment disorders

This week you will participate in the Peer-Directed Review for Unit 2. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Identify the defining features of and diagnostic criteria for anxiety and related disorders.
2. Understand the etiology of, and treatment options for anxiety and related disorders, as well as specific details about prevalence statistics, gender differences, and developmental course.
3. Integrate theoretical perspectives on the biological, psychological, and social aspects of

WEEK 9 Somatic Symptom and Dissociative Disorders

Introduction: This week we will discuss the causes of, criteria for, and treatment of somatic symptom and dissociative disorders. We will focus on somatic symptom related disorders including somatic symptom disorder, illness anxiety disorder, conversion disorder, and factitious disorder. In addition, you will learn about dissociative disorders like

WEEKS 10 Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria Part I

Introduction: For weeks 10 will discuss the causes of, diagnostic criteria for, and treatment of sexual dysfunctions. Specific focus will be placed on integrating the

WEEK 12:

WEEK 13 Physical Disorders and Health Psychology

Introduction: This week you will be introduced

WEEK 4: Eating and Sleep/Wake Disorderst Part I

Introduction: This week we will discuss the causes of, criteria for, and treatment of eating disorders. Particular focus will be placed on bulimia nervosa, anorexia nervosa, binge-eating disorder

This week you will also complete Discussion Questions. Please see the [timeline](#)

Week 16: Substance Related, Addictive, and Impulse Control Disorders

Introduction: This week we will discuss the causes of, criteria for, and treatment of substance related, addictive, and impulse control disorders. Focus will be placed on substance related addiction including alcohol use disorder; sedative, hypnotic, or anxiolytic related disorders; stimulant use disorder, opioid use disorder, and cannabis use disorder. In addition, we will discuss non-substance addictions like gambling disorder and impulse control disorders such as intermittent explosive disorder, kleptomania, and pyromania.

This week you will also participate in the Adobe Connect session. Complete the Peer Directed Review for Unit 4 and have access to Discussion Questions. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Identify and define the diagnostic criteria for addictive disorders (including substance related and substance related), and impulse control disorders.
2. Discuss the biological, psychological, and social factors implicated in the development and maintenance of substance related, addictive, and impulse control disorders.
3. Identify psychosocial and pharmacological treatment options for individuals with addictive and impulse control disorders, and discuss the relative success of these treatment options.

REQUIRED READINGS:

Barlow et al., Chapter 11

Key Concepts: This chapter outlines the major features of substance related disorders, addiction, and impulse control disorders (i.e., use, dependence, abuse, intoxication, withdrawal), including categories regarding depressants (i.e., alcohol, barbiturates, and benzodiazepines), stimulants (i.e., amphetamines, cocaine, nicotine, and caffeine), opiates (i.e., heroin, codeine, morphine), cannabis, hallucinogens (i.e., cannabis and LSD). In addition, patterns of drug use, etiological factors, mechanisms of action, and treatments are discussed within an integrative, biopsychosocial framework.

ADDITIONAL READINGS / VIEWINGS:

Petry, N. M., & O'Brien, C. P. (2013). Internet gaming disorder and the DSM-5. *Journal of Abnormal Psychology*, 122(1), 118-127.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	Forum 8: Peer Directed Review 4 Final Response Due: Jan 30 11:55pm
Activity 2: Watch Week 16 Podcast	Adobe Connect Unit 4 Review
Activity 3: Complete in Forum 8	
Activity 4: Adobe Connect Unit 4 Review	
Activity 5: Participate in Forum 9	
Activity 6: Try Self Assessment Quiz 4	
Activity 7: Complete Course Feedback Questionnaire	

WEEK 17

WEEK 9: Personality Disorders Part I

WEEK 20: Personality Disorders Part II

Introduction: Week 20 will finish out discussion of personality disorders by looking at the causes of, diagnostic criteria for, and treatment of cluster B and C personality disorders. Disorders covered include cluster B disorders (antisocial, borderline, histrionic, and narcissistic personality disorders) and cluster C disorders (avoidant, dependent, and obsessive-compulsive personality disorder).

You will also complete the Peer-Directed Review for Unit 5, attend an Adobe Connect session, and have access to Discussion Questions. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

4. Identify and distinguish between the defining features of and diagnostic criteria for Cluster B, and C Personality Disorders.
5. Identify biological, psychological, and social factors implicated in the development of Cluster B, and C Personality Disorders, including specific details about prevalence statistics, gender differences, and course.
6. Identify treatment options for individuals with Cluster B, and C Personality Disorders.

REQUIRED READINGS:

Barlow et al., Chapters 12

Key Concepts: This chapter outlines the nature of personality and the clinical characteristics, epidemiology, etiology, and treatment for the DSM-5 personality disorders. Cluster A, B, and C disorders are described as well as personality disorders under study for future consideration in the DSM. In addition, specific issues regarding the classification of personality disorders are covered; namely, the debate over categorical vs. dimensional models of taxonomy, the diagnostic validity of personality disorders, and gender issues with respect to diagnosis.

ADDITIONAL READINGS / VIEWINGS:

Leichsenring, F., & Leibling, E. (2014). The effectiveness of psychodynamic therapy and cognitive behavior therapy in the treatment of personality disorders: a meta-analysis.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	
Activity 2: Watch Week 20 Podcast	
Activity 3: Complete in Forum	10
Activity 4: Adobe Connect Unit 5 Review	
Activity 5: Participate in Forum	11
Activity 6: Try Self-Assessment Quiz	q 36.48 11

WEEK 4: Mental Health Services Legal and Ethical Issues

Introduction: This week you will focus on important considerations regarding the legal and ethical treatment of individuals with mental illness. Specifically, existing policy pertaining to civil commitment and criminal commitment, ethical considerations in clinical psychology, and the role of the psychologist in the legal system.

PSYC 236 Calendar of Weekly Activities

Week	Topic	Readings	Activity	Deadlines
Unit 1: Historical, Modern, and Methodological Perspectives				
1 (Sept. 12 to 18)	Abnormal Behavior: Historical Context	x Barlow et al., Chapter 1 x A Report on Mental Illnesses in Canada Chapter 1: Mental Illnesses in Canada: An Overview	Activity 1: Read required and additional readings/viewings Activity 2: Watch week 1 podcast Activity 3: Participate in Forum 1	Forum 1: Intro to Discussion Opens: Sept. 15 @ 12:05am First Response Due: Sept. 21 @ 11:55pm Final Responses Due: Sept. 28 @ 11:55pm
2 (Sept. 19 to 25)	Psychopathology: An Integrative Approach	x Barlow et al., Chapter 2	Activity 1: Read required and additional readings/viewings Activity 2: Watch week 2 podcast Activity 3: Complete in Forum 1	
3 (Sept. 26 to Oct. 2)	Psychopathology: Clinical Assessment & Diagnosis	x Barlow et al., Chapter 3 x Kupfer, D. J., & Regier, D. A. (2011). Neuroscience, clinical evidence, and the future of psychiatric classification in DSM5. Perspectives		

Week	Topic	Readings	Activity	Deadlines
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UNIT2: Disorders of Mood and Anxiety

5 (Oct. 10 t 16)	Mood Disorders and Suicide I	x Barlow et al., Chapter 7 x		
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Week	Topic	Readings	Activity	Deadlines
Unit 3: Body Disorders, Dysfunction, and Dysphoria				

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Week	Topic	Readings	Activity	Deadlines
Unit 5: Schizophrenic, Psychotic, and Personality Disorders				
17 (Feb. 6 to 12)	Schizophrenia Spectrum and Psychotic Disorders I	<ul style="list-style-type: none"> x Barlow et al., Chapter 13 x Green, M. F. (1996). What are the functional consequences of neurocognitive deficits in schizophrenia? <i>The American journal of psychiatry</i> x Heinrichs, R. W., & Zakzanis, K. K. (1998). Neurocognitive deficit in schizophrenia: a quantitative review of the evidence. <i>Neuropsychology</i> 12(3), 426. 		

Week	Topic	Readings	Activity	Deadlines
Unit 6: Neurodevelopmental and Neurocognitive Disorders				
21 (Mar. 13 t Mar. 19)	Neurodevelopment Disorders I	x Barlow et al., Chapter 14 x Lai, M. Lombardo. M. V., & Baron-Cohen, S. (2014). Autism Lancet, 383896910.	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 21 Podcast Activity 3: Complete in Forum 11	Forum 11: Discussion Question 5 First Response Due: Mar. 19 th @ 11:55pm Final Response Due: Mar. 19 th @ 11:55pm
22 (Mar. 20 t Mar. 26)	Neurodevelopment Disorders II		Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 22 Podcast Activity 3: Participate in Forum 12	Forum 12: Peer Directed Review 6 Opens: Mar. 21 st @ 12:05am First Response Due: Mar. 21 st @ 11:55pm
23 (Mar. 27 t Apr. 2)	Neurocognitive Disorders	x Barlow et al., Chapter 15 x Simpson, J. R. (2014). DSM and Neurocognitive Disorders. Journal of the American Academy of Psychiatry and the Law Online 42(2), 159164. x Evans, D., & Lee, (2014). Impact of dementia on marriage: A qualitative systematic review. Dementia 13(3), 330-349. x Duchek, J. M., Carr, D. B., Hunt, L., Roe, C. M., Xiong, C. Shah, K., & Morris, J. C. (2003). Longitudinal Driving Performance in Early Stage Dementia of the Alzheimer Type. Journal of the American Geriatrics Society 51(10), 1342-1347.	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 23 Podcast Activity 3: Complete in Forum 12 Activity 4: Adobe ConnedUnit 6 Review Activity 5: Start Assignment 3 Activity 6: Try SelfAssessment Quiz t	Forum 12: Peer Directed Review 6 Final Response Due: Mar. 22 nd @ 11:55pm Adobe ConnedUnit 5 Review Mar 30 ^h @ 11:30am Mar 30 ^h @ 7:30eA7.5 TTf 1 0 0 1 403.25 :