



**BRESCIA UNIVERSITY COLLEGE**  
**2016 - 2017**  
**Psychology 3311, Section 530**  
**Abnormal Psychology**  
**Dick Shugar, MSc**

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**COURSE DESCRIPTION**

This course provides an introduction to psychopathology. General principles such as description and classification, development and dynamics, causation, evaluation, treatment, and research design will be examined. These principles will be then applied to the analysis of the main syndromes of abnormal behaviour.

**PREREQUISITES:** At least 70% in any 1.0 or 0.5 course in Psychology at the 2100 level.

**ANTIREQUISITES:** Psychology 3310F/G and 3320F/G.

**LEARNING OUTCOMES:**

Through readings, lectures, and structured discussions, students will explore the significant issues related to abnormal behaviour and its management. By the end of this course, a successful student should be able to:

- identify the differing perspectives inherent in defining abnormality, and in deciding where to draw the line between normality and disorder.
- provide historical and contemporary explanations for abnormal behavior, with an emphasis on how psychological, biological, and social factors interact to produce and maintain mental disorders.
- critically evaluate the debate over how mental disorders should be represented, defined, and organized within the formal classification system—and why this really matters.
- describe the challenges involved in assessing and accurately diagnosing mental disorders, and the tools that professionals have developed to facilitate these tasks.
- explain the main forms of abnormal behavior found in adults, including the prevalence, symptoms, clinical course, risk factors, and best-available treatments for these disorders.
- appreciate the experience of coping with a mental disorder in order to respond to these individuals with empathy, compassion, and respect.

- appraise current controversies and unresolved questions in the field of abnormal psychology. The aim is not only for the student to become familiar with these controversies, but to be challenged to think analytically about them and to consider their implications for clients, the public, and the field.

*Students may vary in their competency levels on these abilities. You can expect to acquire these abilities only if you honour all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of you as a student.*

### **COURSE INFORMATION:**

Classes: Mondays 2:30 – 4:30pm, BR-UH30  
Wednesdays 2:30 – 3:30pm BR-UH30

Instructor: Dick Shugar, MSc

Office: BR 301D

Email: [rshugar@uwo.ca](mailto:rshugar@uwo.ca) OR [dick.shugar@rogers.com](mailto:dick.shugar@rogers.com)

Phone:  
Brescia 519-432-8353.  
Home 519-657-4820

Office Hours: Wednesday 1:00 – 2:00 pm  
or by appointment

Website: The course website, on OWL/Sakai, has pages with lecture powerpoints, a copy of the course outline, test and exam marks, and other information. Students should visit the website at least weekly .

### **COURSE MATERIALS:**

#### **Textbook:**

**Dozois, David J.A.** (2015). Abnormal Psychology: Perspectives, 5th edition (DSM-5 update edition). Toronto: Pearson Education Canada

#### **Readings:**

For Discussions, students will also be expected to study supplemental readings, which will be made available on the OWL website.

### Fall Term Schedule

Monday	Sept. 12	Introduction - Myths	
Wed.	Sept.14	Issues in Defining Abnormality	<b>Chapter 1</b>
Monday	Sept. 19	Historical Perspectives	<b>1</b>
Wed.	Sept. 21	Theoretical Perspectives: Contemporary Theories	<b>2</b>
Monday	Sept. 26	Classification and Labelling	<b>3</b>
Wed.	Sept. 28	The Medical Model and the Process of Diagnosis	<b>3</b>
Monday	Oct. 3	Diagnostic Systems - The DSM	<b>3</b>
Wed.	Oct. 5	Research and Assessment Methods	<b>4</b>
Monday	Oct. 10	<i>Thanksgiving – No classes</i>	
Wed.	Oct. 12	Research and Assessment Methods	<b>4</b>
Monday	Oct. 17	<i>Discussion 1 - Stigma and mental disorders</i>	<i>Corrigan/Watson; Byrne; Everett</i>
Wed.	Oct. 19	Anxiety Disorders	<b>5</b>
Monday	Oct. 24	Anxiety Disorders	<b>5</b>
Wed.	Oct. 26	Anxiety Disorders	<b>5</b>
Monday	Oct. 31	Stress , Adjustment Disorders, and PTSD	<b>5</b>
Wed.	Nov.2	Dissociative and Somatiform Disorders	<b>6</b>
Monday	Nov. 7	<i>Exam 1</i>	
Wed.	Nov. 9	Psychological Factors Affecting Medical Conditions	<b>7</b>
Monday	Nov. 14	Mood Disorders	<b>8</b>
Wed.	Nov. 16	Mood Disorders	<b>8</b>
Monday	Nov. 21	Suicide	<b>8</b>
Wed.	Nov. 23	Schizophrenia	<b>9</b>
Monday	Nov. 28	Schizophrenia	<b>9</b>
Wed.	Nov. 30	Eating Disorders and Obesity	<b>10</b>
Monday	Dec. 5	Eating Disorders and Obesity	<b>10</b>
Wed.	Dec. 7	<i>Discussion 2 - Being sane in insane places: Is "Mental Illness" a valid concept?</i>	<i>Rosenhan; Szasz; Mandershein et al</i>

### Winter Term Schedule

Monday	Jan. 9	Substance Related Disorders	11
Wed.	Jan.11	Substance Related Disorders	11
Monday	Jan. 16	Personality Disorders	12
Wed.	Jan. 18	Personality Disorders	12
Monday	Jan. 23	Sexual Variants and Dysfunctions	13
Wed.	Jan. 25	Sexual Variants and Dysfunctions	13
Monday	Jan. 30	<b>Discussion 3 - Homosexuality: Social Impact on Mental Health</b>	<b>Meyer; Haldeman; Schlatter/ Steinback</b>
Wed.	Feb. 1	Child Sexual Abuse - Victims and Perpetrators	13
Monday	Feb. 6	Developmental Disorders	14
Wed.	Feb. 8	Developmental Disorders	14
Monday	Feb. 13	<b>Exam 3</b>	
Wed.	Feb. 15	Disorders of Childhood and Adolescence	15
Monday	Feb. 20	<b>Reading Week</b>	
Wed.	Feb. 22	<b>Reading Week</b>	
Monday	Feb. 27	Disorders of Childhood and Adolescence	15
Wed.	Mar. 1	Disorders of Childhood and Adolescence	15
Monday	Mar. 6	Cognitive Disorders and Aging	16
Wed.	Mar. 8	Cognitive Disorders and Aging	16
Monday	Mar. 13	Therapies	17
Wed.	Mar.15	Therapies	17
Monday	Mar. 20	Mental Disorder and the Law	19
Wed.	Mar. 22	Mental Disorder and the Law	19
Monday	Mar. 27	<b>Discussion 4 - Responsibility for a criminal act</b>	<b>Statscan; Pilon</b>
Wed.	Mar. 29	Issues of Prevention and Mental Health Promotion	18
Monday	Apr. 3	<b>Discussion 5 - Should treatment be mandated?</b>	<b>Monahan et al; Schizophrenia.com</b>
Wed.	Apr. 5	Review	

Topics will be covered in the order given above. You should do the assigned reading before that topic is covered in class. In class, I will discuss those parts of the chapter that I feel are the most important, most difficult, or the most interesting. For chapters that are on the class schedule, a file will be posted on OWL that will guide you as to which parts of each chapter you are responsible for.

**ATTENDANCE:**

The academic calendar states that frequent absence from class can lead to students being “debarred from writing the final examination.” In other words, you may fail a course for missing classes. I take attendance, and I take absenteeism into account when calculating final grades. Students leaving before I have taken attendance will be marked absent for that day; attending class means attending the whole class. Attendance is expected.

**EVALUATION:**

Based on the very large amount of material, evaluation will include four evenly spaced exams, based on the text and, lectures. The exams will consist of multiple-choice questions and are not cumulative.

**Test 1** is scheduled for November 7<sup>th</sup> in class. Questions will be based on material from Chapters 1-5 and the corresponding classes. Test 1 contributes 15% of your course grade.

**Test 2** will be held during the Mid Year Examination period (December 10-21) and will be scheduled by the Registrar’s Office. Questions will be based on material from Chapters 6-10 and the corresponding classes. Test 2 contributes 15% of your course grade.

**Test 3** is scheduled for February 13<sup>th</sup> in class. Questions will be based on material from Chapters 11-14 and the corresponding classes. Test 3 contributes 15% of your course grade.

**Test 4** will be held during the Final Examination period (April 9-30) and will be scheduled by the Registrar’s Office. Questions will be based on Chapters 15-19 and the corresponding classes. Test 4 contributes 15% of your course grade.

**DISCUSSIONS:**

Attendance at in-class Discussions is **mandatory**. There will be five formal Discussion sessions, spaced throughout the year. They will usually be held during a Monday lecture period, and will be worth a total of 20% of the final grade. Answers to set questions on assigned articles or readings are to be handed in at each Discussion. At times the questions will require some research beyond the specific assigned articles. Discussion marks will include a component for participation; as much as 75% of an assignment mark can be deducted for lateness or non-attendance at Discussion.

**WRITTEN ASSIGNMENT: A Critical Analysis**

Each student will write a critical analysis of a controversial issue relating to abnormal psychology. This may take the form of a review including research or journal articles on competing sides of the issue, or a rebuttal, backed up by scientific evidence, of an article in the popular media. The paper should be 8 - 10 pages in length, and must include a minimum of 10 articles (8 published within the last 5 years). Chosen references must have been published in scholarly journals appropriate to the discipline. Copies of the abstracts of references must be provided in an appendix.

Written work must be sure to follow APA style properly, and to avoid plagiarism.

*Topics for the paper must be submitted no later than January 11, 2017 and must be approved by me. If you do not clear your topic with me, you will not be permitted to write the term paper. Once approved, you will not be permitted to change your topic.*

The assignment will be due **in class** on **March 20, 2017**, and will be worth **20% of the final mark**. Note that **late papers will be subject to penalty (5% per day) and may not be accepted.**

## Evaluation Summary:

Test 1 (November 7, 2016)	15%
Test 2 (TBA)	15%
Test 3 (February 13, 2017)	15%
Discussions	20% (ie. 4% each)
Written Assignment	20%
Test 4 (TBA)	15%
<i>Total 100%</i>	

Please note that grades **cannot** be adjusted on the basis of need. Your mark in the course will be the mark that you earn. Tests and exams cannot be re-written to obtain a higher mark and there are no extra credit assignments available.

For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

*Note: In Psychology you are expected to follow the American Psychological Society (APA) guidelines for writing and for acknowledgment of sources, and to use APA referencing format. Further information on use of APA style will be given in class. There is also a copy of the APA style manual on reserve in the Brescia library.*

In keeping with university regulations, failure to attend a test or exam **will result in a mark of zero**, unless documentary evidence of extenuating circumstances is provided. Social events, travel plans, vacations, misreading the test schedule or sleeping in are not legitimate reasons for missing a test. Only under special circumstances will a student be allowed to write a make-up test. The instructor must be notified of any such case as soon as possible, and the student request a make-up. If the instructor allows a make-up test, the student will be expected to write the test within a week or two after the missed test.

Late submission of assignments will result in a penalty of 10% of assignment mark per day and late submissions will not be marked after the fifth day, unless evidence of extenuating circumstances has been provided. All submissions must be typed or clearly hand-written. Illegible handwritten submissions will not be accepted. **N.B. There will be no re-taking of tests/examinations nor extra work available for the purpose of improving grades.** You must plan to study and prepare well in advance of examinations. The course involves a fair amount of reading on your own. It is best to read text sections before the corresponding lectures. You are advised to attend every lecture - especially as in this course attendance for discussions is mandatory. If you are unable to attend a discussion session, arrange to be excused in advance. Missing lectures is the responsibility of the student. Should you be absent you are advised to find out what material you missed and make arrangements to catch up on that material. It is pointless to come to any instructor at the end of the term to plead for a higher grade on grounds that you had problems (personal or academic). Deal with problems as soon as they arise - see someone, take action - no-one will think less of you for doing so; in fact it shows intelligence and sense of personal responsibility.