

ABNORMAL PSYCHOLOGY 2004 YA FALL/WINTER 2016/17
COURSE OUTLINE

INSTRUCTOR: Prof. Susan Hebert, M.A.

e-mail: ssajnahe@lakeheadu.ca

Office hours: before/after class or by appointment

CLASS LOCATION AND TIME: ATAC 1003 1:00-2:30 p.m.
Tuesdays and Thursdays

Optional TEXT: Barlowe, D.H. & Durand, V.M. & Stewart, M.L. Lalumiere, Abnormal Psychology: An Integrative Approach. 4th Canadian Edition c 2015

Note: this and the new American edition contain the **new DSM 5 updates**, which makes purchasing a new text book more valuable to you this year. Please see file sent/posted on our Desire2Learn site entitled “**Important info on Text Books**” for more information.

A copy of the main text book will also be on hold at the library once I receive my desk copies.

Optional Text: Oltmanns, Neale & Davison Case Studies in Abnormal Psychology 9th edition. (one copy of this text, 8th ed. will be on hold at the library, earlier editions of this one are fine too. We will be referencing 8 of the cases within our lectures.)

COURSE DESCRIPTION:

Are you curious about the differences between “normal” and “abnormal” thinking, feeling and behaving? What makes something a disorder? Do you want to learn more about mental disorders and their Symptoms; the specific criteria required for diagnosis, and how to tell similar disorders apart? The course and prognoses of different disorders? The complex causal factors for mental disorders? What kinds of treatments are available, and how successful are they? How is all of this studied by clinicians and researchers? If these questions intrigue you, and you’re willing to work hard to find (and remember ;) the answers, Abnormal Psychology 2004 is a good place to pick up on what you learned in Intro Psych.

Abnormal psychology begins with a brief history of mental illness through the ages, (text book) a review of the main perspectives, basic brain and neurotransmitter function, the newest in brain imaging techniques, diagnostic

concerns, and research methods. We'll then turn our attention to improving our understanding of a wide variety of mental disorders. Everything from common and prevalent stress and anxiety problems, depression, schizophrenia, to much more rare and less familiar syndromes. (see topic outline below). Some not yet formally recognized.

Over our 6 or so months of classes, additional information from case studies and video clips (if viable) will be covered in class to enhance your learning.

This course will familiarize you with the basics of symptom recognition, diagnosis, treatment, prognosis and causal factors for dozens of disorders. It will give you the foundation needed for more advanced courses in psychopathology, and in and of itself it is a fascinating journey into these aspects of the human journey.

GRADING SCHEME:

You will be required to write four examinations in this course. **The October and February midterms** will be written in-class and consist of approximately **70 to 80 multiple-choice questions** and are **worth 20% of your final grade each**.

The formal **December and April examinations** will consist of approximately **120 multiple choice questions** and **one long written question**. These two exams **each contribute 30%** to your final grade.

However: you have the **OPTION** of writing a **research paper** (considerable enough to be worth 20%) which can **replace a low midterm mark OR reduce your exam marks overall to 80% and the Paper the remaining 20%**.

Paper topics (from those provided) would have to be confirmed by me, at the very latest, after the December Break (**January 17th 2017**). I need to have a total count to set an appropriate due date. One that allows maximum time for you to write, and enough time for me to mark them. ☺ ***Please contact me for the paper outline, topic options and further details if you are interested.***

Research Bonus Mark Info

You also have the opportunity to ***earn up to 3%*** (which goes right on top of your overall final mark) ***in research bonus marks*** by participating in research being conducted by students and faculty in the department. Study participation information will be available to you at the online site below. Alternately some researchers will send me information on their studies to forward to you via email with the options for participation.

We are using the SONA system to post **Department-approved research studies**. This is also how you can *check on your bonus marks online* as they are collated.
: <http://lupsych.sona-systems.com>

TENTATIVE EXAMINATION SCHEDULE

Exam #1: Tuesday October 18th, 2016

Chapters 1 through 4, and as far into ch #5 as we get (up to OCD)

Duration: 80 min (In class)

Exam #2: Chapters 5 (where we left off..OCD on) to 7, and the **eating disorders half of Chapter 8.. Duration: 3 hours (December date, time and place T.B.A.)**

Exam #3: Thursday February 16th, 2017

Chapters 8 to 10, corresponding lecture material and relevant info from case study readings

Duration: 1 1/2 hours (In class)

Exam #4: Chapters 11 to 15, lecture material and relevant info from case study readings. **Duration: 3 hours (April date, time and place T.B.A.)**

(Chs 14 & 15 will entail selected readings from posted files & class coverage vs full lectures)

As soon as possible after each test, your grades will be posted online in your student profile.

The Scheduling office will post online (under: examination timetables) the **dates of our Dec. and April tests some time before the test dates.**

****Note:***

Lakehead University provides **academic accommodations** in accordance with the Ontario Human Rights Code. Students with a temporary health condition or permanent disability requiring academic accommodations (conditions include but are not limited to; mental health, learning, attention, health impacts, physical, vision or hearing) are advised to contact Student Accessibility Services SC0003, 343-8047 or sas@lakeheadu.ca.]

LEARNING OUTCOMES:

A deeper understanding of:

- 1. *The main perspectives in psychology as they related to psychological disorder***
- 2. *The integrative approach to Psychopathology. The interaction of genes, biology and environment; The ever increasing role of epigenetics***
- 3. *An introduction to Clinical Assessment and Diagnosis with emphasis on the new DSM 5***
- 4. *Review of research methods and methods used in the study of disorders***
- 5. *Causal factors, presentation, and treatments available for: Anxiety Disorders, Somatoform Disorders, Dissociative Disorders, Mood Disorders, Stress related disorders, Sexual Disorders, Gender Identity Disorder, Substance related disorders, Personality disorders, Schizophrenia and other Psychotic Disorders, Developmental Disorders and Cognitive disorders.***

INSTRUCTOR'S EXPECTATIONS:

I expect you all to work hard and learn a great deal from this course. I also expect to be challenged by what you already know, or wish to know. I do not approach the courses I teach from a position of absolute authority and total knowledge. The field of abnormal psychology is so complex and ever changing that we must all strive to keep up with the latest findings, while putting everything into the framework of our basic knowledge. In an effort to do so, I receive daily research updates from sciencedaily.com, and other sources from which I gather the newest research relevant to our topics and include it in our lectures. In many instances information beyond what the text provides will be covered in class. At times 40% or more of my exam items are from material NOT found in our text, but brought by me to our lectures/classnotes and extra files.

Some of the most current material can be found in back and current issues of "*Scientific American Mind*" *Discover Magazine: the Brain*, *Time Magazine Brain special issues* ... as well as from ScienceDaily.com which supplies daily research updates on areas of interest to you.

I expect you to come to class prepared. Having already read over the classnotes (a file on that is coming) and if needed, pertinent textbook material will be the best approach for many. Keeping your eyes open for other sources of information, documentaries, television series, real-life examples etc. will enhance our in-class experience. Lectures will generally *not* be a simple review of text material. In many instances information beyond what the text provides will be covered in class. I have an informal style of lecturing that includes many "friend" and "family" and personal

examples...do know these are completely anonymous unless the person has okayed being part of the learning.

I expect you to be prepared to speak up during lectures, answer questions, and pose some of your own. If your questions are too lengthy or off topic for in class discussion (I will let you know...I have pacing to keep in mind and the attention of other students to hold) you are welcome to talk with me after class or via e-mail.

Please turn the (volume) off all cell phones, and other social media, please! Only by becoming active participants in this endeavour will you take full advantage of the incredible learning opportunity this course provides.

Course Schedule

The following is just a **guideline** for how I imagine our pacing will go. Our actual progress may differ depending on the level of interest and discussion generated in class and how quickly material gets covered. There is no substitute for attending classes every day. That will be your best guide for what topics are coming up next and any other changes to the schedule, although I do send out e-mail alerts frequently as well.

TENTATIVE COURSE SCHEDULE, FALL 2016

* readings from the case study book...also on hold at the library, and discussed in class & in our notes as well

Date	Topic	Barlow& Durand Text
<hr/>		
Tues. Sept. 6th	Introduction What is “Abnormal Behaviour”?	
	Review of Psychological Perspectives	Ch. 1
Sept. 8, 13, 15	An Integrative Approach (Genes & Environment, Neurotransmitters, Brain structure and function, Epigenetics,	Ch. 2

I cover a lot of brain info that is NOT in our text, so review your class notes or do NOT miss these classes, or any classes for that matter! The notes will also be posted in full to speed up our coverage. Printing out some of the posted diagrams will allow you to “take notes” the way I will be teaching this material.

Sept. 20 & 22	Clinical Assessment & Diagnosis	Ch. 3
--------------------------	--	-------

Jan. 10, 12, 17, Sleep Disorders Ch. 8
Jan 19th Physical Disorders & Health Psychology Ch. 9
(Much of the material on the stress response will have been covered in chapter 5. I will be posting my lecture notes for this chapter and doing a summary of immune system function in class)

Jan 24, 26, 31 Sexual issues, Dysfunctions and Disorders Ch. 10

Feb 2, 7, 9, Substance-Related Disorders Ch. 11
(We may be about ¾ of way through this chapter by midterm time, but remember that this chapter is on our final exam, not the Feb exam).
 *The Case of Michael (Barry in former ed) Oltmans et al

Tuesday February 14th: whatever material is left/Question & Answer period

Thursday February 16th 2017... MIDTERM EXAM (in class)
 (Ch's 8 (sleeping disorders)-9, 10. Chapter 11 material will be on the final exam)

*******February 20th to 24th STUDY WEEK/SPRING BREAK!*******

Feb. 28,
March 2, 7, Substance-Related Disorders Ch. 11

Mar. 14, 16, 21, 23, 28,
 Personality Disorders Ch 12.
 Reading #6: Borderline Personality Disorder...The Case of Amanda
 Oltmans et al

Mar. 30, 26th, 31
April 4 Schizophrenia & Psychotic Disorders Ch. 13
 *Reading #7: Schizophrenia, Paranoid Type...The Case of Bill
 p. 144 – 158 of Oltmans et al

April 6th: Review of summary materials for chapters 14 and 15 (Developmental and Cognitive Disorders)

This, and the material in chapter 9 is not of lesser import than the rest. However timing does not allow full coverage of every chapter and these are ones for which

8

there are other courses available. You will be guided as to what to focus on for testing purposes.

I will arrange for a Question/Answer period to be held during lunch hour on a date closer to your final examination. We can view video clips then as well if possible.

Welcome to Abnormal Psychology. I hope you enjoy the ride! SS ☺