

DETAILED COURSE OUTLINE

PSYC 235 Online

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 in 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.
- e) Apply psychological theories to understanding and conceptualizing individuals with mental disorders
- f) Understand and be sensitive to a broad range of issues, controversies, and common misconceptions about human abnormal psychology.

DETAILED COURSE DESCRIPTION

The aim of this course is to provide you with a foundational understanding of abnormal psychology for students planning on entering professions related to clinical psychology, counselling, or social work. Emphasis will be placed on the classification, etiology, and treatment of various behavioral disorders. Each major unit of the course will focus on a conceptually similar cluster of disorders, with each weekly chapter focusing on a major diagnostic category. Podcasts, discussion questions, assignments, and quizzes will focus on the distinguishing symptoms, incidence rates, etiological theories, treatment approaches, and current empirical research for each disorder covered.

****Note:** Although this is an online course, you will be required keep up with the course material via online participation (e.g., quizzes, forum discussions, and tutorials) within the specified time frames.

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 & 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	Week 18	Schizophrenia Spectrum and Psychotic Disorders II
Week 7	Anxiety, Trauma-Related and Obsessive Compulsive Disorders I	Week 19	Personality Disorders I
Week 8	Anxiety, Trauma-Related and Obsessive Compulsive Disorders II	Week 20	Personality Disorders II
Unit 3	Body Disorders, Dysfunction, and Dysphoria	Unit 6	Neurodevelopmental and Neurocognitive Disorders
Week 9	Somatic and Dissociative Disorders	Week 21	Neurodevelopment Disorders I
Week 10	Sexual Dysfunction, Paraphilic Disorders and Gender Dysphoria II	Week 22	Neurodevelopment Disorders II
Week 11	Sexual Dysfunction, Paraphilic Disorders and Gender Dysphoria II	Week 23	Neurocognitive Disorders III
Week 12	Special Topic: Interdisciplinary Collaborations	Week 24	Mental Health Services: Legal and Ethical Issues

ASSESSMENT

Students will be formally evaluated through online discussion activities, assignments, and midterm/final exams. Informal evaluation will come from participation in self-assessment quizzes designed to facilitate learning the course material, by allowing students to identify weak areas in their own understanding. Students are strongly advised to read the **Academic Integrity** guidelines prior to submitting or completing any assessments.

Component	Weight (%)
Unit Self-Assessment Quizzes (x6)	0%
Peer-Directed Review (x6)	0%
Discussion Question (x5)	15%
Assignment 1	10%
Assignment 2	10%
Assignment 3	10%
Midterm (online)	20%
Proctored Final Exam	35%

All assignments and learning activities will be graded by the teaching team, using detailed marking rubrics in line with established marking practices. The OnQ platform allows for student's names and grades to be entered directly into the

gradebook. Therefore, students will be required to submit all assignments via OnQ (DO NOT send your assignment to the teaching team directly), to ensure that grades are attributed correctly.

Please refer to the following sections for further information:

Assessments (information relating to assessments)

Timeline (for due dates, list of Required Readings etc. Please note that all times are in Kingston local time).

Academic Integrity (for general guidelines & information)

REQUIRED MATERIALS

The required textbook for this course can be purchased through the **Queen's University Campus Bookstore**.

The core text for this course is:

Barlow, D.H., Durand, V. M., & Stewart, A. H. (2015) *Abnormal Psychology: An Integrative Approach*, 4th Canadian Edition. Toronto: Nelson.

The text is available in hard copy and electronic formats, and includes quizzes, videos, and access to online resources to help you learn important concepts. Additional articles and/or videos etc will be available electronically via the onQ course website and should be read/viewed in conjunction with the assigned text readings. **NOTE:** copies of core text 'chapters' will not be made available electronically via the onQ course site.

KEY DATES (CDS to confirm dates)

September 1	Fall Tuition payment due
September 14	Term classes start
September 25	Last day to add courses
September 25	Last day to drop courses without financial penalty
November 6	Last day to drop courses without academic penalty
January 10	Winter Tuition payment due
April 1	Classes end

SUGGESTED TIME COMMITMENT

To complete the readings, assignments, and course activities, students can expect to spend approximately 10-12 hours per week on PSYC 235.

STUDENTS TRAVELLING OVERSEAS

If you will be outside of Canada for all of (or an extended portion of) the course, please note that certain websites required to complete this course (including OnQ) have been blocked intermittently in some countries (i.e. China). As this course requires you to complete online discussions, assignments, and exams through these websites, be aware that this may be an impediment to you successfully completing the course. We DO NOT make accommodations based on the lack of reliable Internet or website access. It is your responsibility to make sure that you will have adequate high speed Internet access for the entirety of the course terms.

GRADING METHOD

All formally graded components of this course will receive numerical percentage marks. Your final grade will be calculated by converting your total weighted numerical course average into a letter grade according to the Queen's Official Grade Conversion Scale.

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 OnQ. All 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 Sept 12th @ 2:00pm, submitting the assignment at 2:05pm will count as late and be deducted 5%. **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 problem or an extenuating personal circumstance, you must notify the instructor IMMEDIATELY. You will be required to provide appropriate documentation before the instructor will consider waving 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
Self-Assessment Quizzes	Immediately upon completion (results only).
Peer-Directed Review/Discussion Activities	During & after discussion activity (as appropriate).
Assignments	Where possible within 2 weeks. Max within 1 ½ weeks prior to next assignment due date.
Midterm (online)	Where possible within 2 weeks
Proctored Final Exam	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 deadlines 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 them, and how well you communicate with other participants. Despite the fact that is an 'online community', you will still be expected to behave and interact as you would in a traditional classroom. Always use the utmost respect in your dealings with your colleagues and the teaching team. You may find it helpful to consider the following 'Netiquette' guidelines when participating in online activities.

- Do not dominate the discussion. Give other students the opportunity to contribute.
- Do not use offensive, derogatory, or slang language.
- Present ideas clearly and appropriately.
- Be aware of how your Internet voice comes across to others. For example; do not capitalize all the letters in a sentence, since this suggests shouting.
- Popular emoticons such as ☺ or ☹ can be helpful to convey your tone but do not overdo or overuse them.
- Never make fun of someone's ability to read or write.
- Share helpful tips on how to present ideas clearly with other students.
- Keep an "open-mind" and be willing to express and expose yourself to minority opinions. While you may not share the same opinion as someone else, you must still respect their opinion.
- Re-read what you have written at least twice before you push the "Send" button. This will allow you to check for clarity, conciseness, and appropriateness before submitting a response/comment.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. Use good common sense when deciding if a joke is appropriate.

Adapted from Mintu-Wimsatt, Kernek & Lozada, 2010, p266

COPYRIGHT OF COURSE MATERIALS

This material is copyrighted and is for the sole use of students registered in PSYC 235. This material shall not be distributed or disseminated to anyone other than students registered in PSYC 235. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

ACCESSIBILITY / ACCOMMODATION

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

If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: <http://www.queensu.ca/hcds/ds/>

ACADEMIC INTEGRITY

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org).

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see <http://www.queensu.ca/artsci/students-at-queens/academic-calendar>), and from the instructor of this course. For current policy updates visit:<http://www.queensu.ca/artsci/students-at-queens/academic-integrity>

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

ARTS AND SCIENCE CALCULATOR POLICY (IF APPLICABLE)

Calculators acceptable for use during quizzes, tests and examinations are intended to support the basic calculating functions required by most Arts and Science courses. For this purpose, the use of the **Casio 991** series calculator is permitted and is the **only approved calculator for Arts and Science students**. This inexpensive calculator sells for around \$25 at the Queen's Campus Bookstore, Staples and other popular suppliers of school and office supplies.

RESOURCES AVAILABLE TO YOU

The Library is here to help you make the most of your time at Queen's. It offers many great services to enhance your learning while at Queen's.

- [The Library](#)
- [Queen's Learning Commons](#)
- [The Exam Bank](#)

Student Academic Success Services

- [The Writing Centre](#)
- [Learning Strategies](#)

Student Wellness Services supports the personal, academic and social development of students at Queen's University by providing a range of programmes and services appropriate to their needs, and by participating in associated activities.

- [Student Wellness Services](#)
- [Counselling Services](#)
- [Accessibility Services](#)
- [Health Services](#)

Career Services offers students, faculty, employers and alumni various services including workshops.

- [Career Services](#)

IT Support

- [IT Support](#)

Outlook 365 Email

- [Outlook Web Interface](#)

onQ ANNOUNCEMENTS AND NEWS

The instructor will use the Course Announcements located on the Course Home page to post news to the class. Please remember to active news notifications in your settings, otherwise you might miss important announcements.

onQ QUESTION AND ANSWER FORUM

You are encouraged to use these forums to post questions of general interest to the class. The instructor, TA (if any), and other students in the class can reply to the posts in this forum.

TIMELINE AND CALENDAR

The link to the Course Timeline is located in the navigation bar below the course banner. The Timeline shows the weekly topic, chapter readings, online activities, and deadlines for all assessments. Please check the Timeline each time you enter the course.

The calendar located on the Course Home page shows important course dates, such as discussion and assessment due dates, as well as Adobe Connect session dates. Please check the calendar frequently.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times used in the course are Kingston local time, EST (UTC -05:00).

CONTACTING THE TEACHING TEAM

Contact details for the teaching team are as follows;

Course Instructor: Amanda Maracle (am218@queensu.ca)

TAs: Kathie Bailey (k.bailey@queensu.ca)
Daniel Tassone (d.tassone@queensu.ca)
Harmony Driver (12hd11@queensu.ca)

If you have general question about the course, please post them in the course forum (if one student has a question, then chances are that several others will have the same query as well!). We will then respond to those questions in the forum so that everyone can see the relevant answers. However, if you have a question of a personal nature, please email the Instructor directly via the email address indicated above. As a rule, we will endeavour to respond to students within 24 hours.

Generally, your instructor will be posting all content in the Course News forum, dealing with any personal queries that students have (sent via email), as well as marking and moderating assignment & discussion forum activities. The course TA's are responsible for participating in discussion forums and marking assignments and discussion activities.

EVALUATION DETAIL

MAPPING OF LEARNING OBJECTIVES TO ASSESSMENTS

COURSE LEARNING OUTCOME	Assessments							
	Online Participation			Assignments			Exams	
	Unit Self-Assessment Quizzes x 6 (0% ea.)	Peer-Directed Review x 6 (0% ea.)	Discussion Questions x 5 (3% ea.)	Assignment 1 (10%)	Assignment 2 (10%)	Assignment 3 (10%)	Online Midterm (20%)	Final Exam (35%)
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	X	X	X		X	X	X	X
Identify and differentiate between disorders using observed symptoms.	X	X	X		X	X	X	X
Identify treatments and therapies for disorders, as well as begin to evaluate their effectiveness	X	X	X	X	X	X	X	X
Explain the role of both basic and clinical research in advancing our understanding of mental disorders and their treatment	X	X	X	X		X	X	X
Apply psychological theories to understanding and conceptualizing individuals with mental disorders	X	X	X	X		X	X	X
Understand and be sensitive to a broad range of issues, controversies, and common misconceptions about human abnormal psychology	X	X	X	X		X	X	X

See Course Timeline for due dates.

EVALUATION

Much of your work in this course will be assessed using the ICE (Ideas, Connections, and Extensions) principles that distinguish different levels of learning growth (e.g. from novice through to competence and expertise) which was developed by S. Fostaty Young & R. Wilson at Queen's Faculty of Education.

IDEAS Indicate that a student has accurately recall and reiterated facts and opinions to which he or she has been exposed. 'Ideas represent the building blocks of learning'.

CONNECTIONS Show evidence that a student is drawing comparisons between ideas presented in a variety of settings (either the content level or the personal meaning-making level). 'Connections at the more personal, meaning-making level are demonstrated when students are able to relate their new learning to what they already know. Learning at this level is usually more retrievable and longer-term than learning at the Ideas level.'

EXTENSIONS Extrapolations, or new ideas and hypotheses, which can emerge from making connections. 'New learning is created from old so that students are able to use it in novel and creative ways that may well be quite far removed from the original learning context'.

Answers at each level of ICE are considered to be "right," provided that a student reports IDEAS level information accurately and provides evidence for CONNECTIONS and EXTENSIONS. The ICE principles are used and explained with the understanding that students are capable of making transitions from remembering to understanding, and from understanding to inventing, and that such transitions are highly desirable learning outcomes.

<http://www.queensu.ca/teachingandlearning/modules/principles/documents/Teaching,%20Learning%20and%20Assessment%20in%20Higher%20Education.pdf>

ACTIVE LEARNING ACTIVITIES

Student engagement in active learning activities increases knowledge of content and promotes critical thinking and problem-solving abilities, while instilling a sense of belonging to broader academic community. In the PSYC 235 online environment, we achieve this through student participation in online discussion activities where students are able to review each other's work, ask/comment on questions, and critically assess topics posed by the Instructor and/or peers and so on. Students are also able to test out their ideas, receive feedback from TAs and clarify their understanding in this environment.

In addition to online discussion and peer-review activities, you will participate with your teaching team and fellow students online via Adobe Connect, which we will use as an 'online classroom environment'. These sessions will help you to prepare for your assessments and further consolidate your knowledge. There are six one-hour long Adobe Connect sessions scheduled (each one being run twice). These sessions will focus on reviewing material and topics covered in the current unit, and preparation for self and formal assessment activities. You are expected to attend one of each of the scheduled sessions in its entirety. However, in the case of unavoidable scheduling conflicts these sessions will be recorded and available for students to watch at a time suitable to their schedule.

Adobe Connect Tutorial Sessions

Week	Day / Time*	Session
Week 4	Thursday 11:30 am	Adobe Connect - Unit 1 Review
Week 4	Thursday 7:30 pm	
Week 8	Thursday 11:30 am	Adobe Connect - Unit 2 Review
Week 8	Thursday 7:30 pm	
Week 11	Thursday 11:30 am	Adobe Connect - Unit 3 Review
Week 11	Thursday 7:30 pm	
Week 16	Thursday 11:30 am	Adobe Connect - Unit 4 Review
Week 16	Thursday 7:30 pm	
Week 20	Thursday 11:30 am	Adobe Connect - Unit 5 Review
Week 20	Thursday 7:30 pm	
Week 23	Thursday 11:30 am	Adobe Connect - Unit 6 Review
Week 23	Thursday 7:30 pm	

*Please note that all times are in Kingston local time (EST; UTC – 5:00).

Students are free to attend the session timing that best suits their personal circumstances (which could include both timings per topic!). Where possible, the sessions will be recorded for students to be able to access separately.

Adobe Connect 'Exam Review' Sessions:

There will also be two exam revision sessions (each one being run twice) prior to the midterm and final exams. Each session will also last one hour and students will be free to attend for as long (or as little) as they wish. **NOTE:** These sessions will not be recorded.

Week	Day / Time*	Session
Week 12	Tuesday 2:00 pm	Midterm Review Session
Week 12	Tuesday 7:00 pm	
Week 24	Tuesday 2:00 pm	Final Exam Review Session
Week 24	Tuesday 7:00 pm	

*Please note that all times are in Kingston local time (EST; UTC – 5:00).

The Adobe Connect sessions can be found by [clicking here](#).

ASSESSMENT SUMMARY

Online Participation Assessments

Student interaction within their learning environment adds to the overall learning process and improves understanding and application of the material covered. In an online environment, we achieve this through participation in discussion groups where students are able to review each other's work, ask questions, provide clarification and feedback, and critically assess topics posed by the Instructor and/or peers. Students are also able to test out their ideas, receive feedback from TAs, and clarify their understanding in this environment.

Your 'online participation' will take place via completion of the online unit quizzes, discussions, peer-directed review activities and scheduled Adobe Connect Tutorials. Online participation will form 15% of your overall mark for this course.

The unit quizzes will take place at the end of each major section of the course material. Although they will not count directly towards your final mark, you are encouraged to use them as a tool for assessing your understanding of key concepts. These quizzes are designed to ensure that you are on track with the course material, and have the foundational knowledge required to be successful in the formally assessed components of this course. Each quiz will contain a variety of questions that related to the content covered during the previous unit and may include multiple choice, true/false, matching, and short answer questions.

There are 6 Peer-Directed Review forums, each occurring during the week prior to the Adobe Connect sessions and unit quizzes. During these sessions you will be asked to generate your own multiple choice or short answer ICE questions based on the course material covered in the current unit. Your classmates will then have an opportunity to answer your questions, provide and receive feedback, and nominate questions for inclusion in formal assessments. That is, excellent questions generated by you and your classmates may be included on the midterm and final exam. These peer directed review forums are an excellent way for you to review, consolidate, and demonstrate your understanding of the course material. In conjunction with the Adobe Connect sessions and unit quizzes, these will prepare you for the formal midterm and final exam evaluations.

There are 5 Discussion Question forums which will take place the week after each major unit. Students will have a set of questions that they must respond to, and will be graded on the quality of their contribution and overall participation. Each Discussion Question forum will be worth 3% of your final mark (students will receive individual marks for these activities), for a total of 15% towards your final grade. These forums will build off of the peer-directed review, Adobe connect sessions, and unit quizzes, and will require you to integrate and expand on the information you have learned. In conjunction with the other online activities, these will prepare you for the 3 major assignments (each worth 10% of your final grade).

NOTE: While the unit quizzes, and Peer-Directed Reviews are not formally graded. In conjunction with the Discussion Question forums, these activities are designed to help you be successful on the assignments, midterm, and final exam. As a student in this course, you should make participating in the online activities a priority.

There are 6 Adobe Connect sessions, scheduled during the last week of each major unit. Students will be required to attend the Adobe Connect Tutorials and should refer to the Timeline for the relevant dates/times when these will take place. These sessions are designed to clarify difficult course material, answer student questions about course content, and provide pointers on what to focus on while completing assignments and studying for the exams. These sessions are a valuable resource for students looking to succeed in the course!

The Quizzes will 'open' at the end of each respective Section can be taken as often as students wish to do so. The Quizzes will close 10 minutes prior to the Midterm and/or Final Exam (as applicable).

The Discussion Forums will be 'open" for 10 days in total. First responses to the questions posed by the instructor are due 5 days after the forum 'opens', and final responses are due by the indicated deadline. Please refer to the Timeline for the relevant dates for the Quizzes and Discussion Forums.

The Adobe Connect Tutorials must take place in the weeks scheduled and cannot be completed at a different time (due to the nature of the activities & discussions that take place).

Assignments

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 mark for this course (total 30%).

Assignments can be submitted early. However, students are advised that it is their responsibility to ensure that they have read and completed the necessary work/readings prior to submission.

Online Midterm

The midterm will cover material from the first 11 weeks of the course (i.e. Textbook Chapters/Pod Casts, Quizzes, Forums, Assignments, Adobe Connect Sessions etc), and may consist of multiple choice, fill in the blank, definition, matching, short answer, long answer, or other types of questions. The midterm must be completed online through the OnQ course site within the scheduled timeframe (see Timeline for opening and closing dates).

The online Midterm must be taken in the week scheduled and cannot be completed early.

Final Exam**

The final exam will take place during the official April Exam period (date determined by the Office of the University Registrar and will be posted on the Exams website). The final exam assessment will focus on material from week 13 – 24 but may also contain questions pertaining to the first 11 weeks. (i.e. Textbook Chapters/Pod Casts, Quizzes, Forums, Assignments, Adobe Connect Sessions etc).

The Final Exam is proctored and must be taken at a designated exam centre. It must be taken at the identified time/place

**** In keeping with the Psychology Department's policy concerning online courses, you must write and pass the final exam in order to pass the course.**

Abnormal Psychology PSYC 235
Weekly Syllabus, Fall/Winter 2016-2017

UNIT 1: HISTORICAL, MODERN AND METHODOLOGICAL PERSPECTIVES

WEEK 1: Abnormal Behaviour in a Historical Context

Introduction: This week we would like you to take some time to get oriented to the course and introduce yourself on the discussion forum. The readings and lecture video for the week will introduce you to abnormal psychology. You will learn what about defines a psychological disorder, as well as the development of perspectives on psychopathology throughout history.

This week you will also participate in your first (ungraded) discussion forum. Please see the **timeline** for deadline information.

LEARNING OBJECTIVES:

1. Explain why psychology is a science
2. Demonstrate knowledge of the history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural context.
3. Understand how a psychological disorder is defined.
4. Demonstrate knowledge of key theories and models of psychopathology, as well as the researchers with which they are associated.

REQUIRED READINGS:

Barlow et al., Chapter 1

Key Concepts: This chapter presents an overview of past and future conceptions of abnormal behaviour. Specifically, the chapter introduces the concept of abnormal behaviour and its definitional components, and outlines some primary professions in the field and terms for understanding psychological disorders. Biological, psychological, and supernatural models of abnormal behaviour in a historical context are described, and the chapter summarizes a multidimensional integrative scientific approach for understanding psychopathology.

ADDITIONAL READINGS / VIEWINGS:

A Report on Mental Illnesses in Canada: Chapter 1: Mental Illnesses in Canada: An Overview

ACTIVITIES	DEADLINES
Activity 1: Read required and additional readings/viewings	<u>Forum 1: Intro to Discussion</u> Opens: Sept. 16 th @ 12:05am
Activity 2: Watch week 1 podcast	
Activity 3: Participate in Forum 1	

WEEK 2: Psychopathology - An Integrative Approach

Introduction: This week you will be introduced to the various factors (including; genetic, biological, behavioral, cognitive, emotional and interpersonal) that are associated with and contribute to the development and maintenance of psychopathology.

This week you will complete your first (ungraded) discussion forum. Please see the **timeline** for deadline information.

LEARNING OBJECTIVES:

1. Demonstrate knowledge of the biological, cognitive, emotional, interpersonal, and developmental models of psychological disorders.
2. Define key terminology in neuroanatomy and neurochemistry.
3. Understand how research contributes to our understanding of the factors that play a role in psychological disorders.
4. Integrate theoretical perspectives to produce comprehensive and multifaceted explanations of psychological disorders based current theoretical models.

REQUIRED READINGS:

Barlow et al., Chapter 2

Key Concepts: This chapter outlines the primary components of a multidimensional model of psychopathology. The multidimensional model considers genetic contributions, the role of the nervous system, behavioural and cognitive processes, emotional influences, social and interpersonal influences, environmental factors, epigenetic developmental factors in explaining the causes, and even the factors that maintain, health and well-being and psychological disorders. This chapter describes these areas of influence as well as their interaction in producing mental disorder.

ACTIVITIES	DEADLINES
Activity 1: Read required and additional readings/viewings	<u>Forum 1: Intro to Discussion</u> First Response Due: Sept. 21 st @ 11:55pm Final Responses Due: Sept 25 th @ 11:55pm
Activity 2: Watch week 2 podcast	
Activity 3: Complete in Forum 1	

WEEK 3: Psychopathology - Clinical Assessment & Diagnosis

Introduction: This week's readings and activities introduce you to clinical assessment and diagnosis. You will learn about important components of clinical assessment including the clinical interview, physical exams, behavioural assessment, psychological and neuropsychological testing, neuroimaging, and psychophysiological assessment. You will also be introduced to diagnostic classification and the DSM-5.

This week also marks the first Peer-Directed Review forum and an introduction to the ICE method of assessment, as well as an opportunity for you to provide some feedback on your experience in the course so far. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Demonstrate knowledge about various components of clinical assessment, as well as the tools and techniques used in diagnostic assessment and conceptualization.
2. Identify methods used in clinical interviewing, physical examinations, behavioural assessment, psychological testing, neuropsychological testing, neuroimaging, and psychophysiological assessment.
3. Understand different classification systems including their benefits and limitations
4. Become familiar with evolution of the DSM as a classification tool, with a focus on the DSM-5.

REQUIRED READINGS:

Barlow et al., Chapter 3

Key Concepts: This chapter outlines the processes of clinical assessment and diagnosis central to the study of psychopathology. Clinical assessment refers to a systematic evaluation and measurement of psychological, biological, and social factors for mental disorders to provide idiographic information for treatment planning. Diagnosis is the nomothetic process of determining if a particular problem of a distressed person meets the criteria for a mental disorder. This chapter covers assessment techniques, psychometric issues related to assessment and diagnosis (e.g., reliability, validity, and standardization), the nature of the *DSM-V* system, and issues surrounding diagnosis and classification (e.g., categorical, dimensional, and prototypic approaches; reliability vs. validity). Throughout the chapter, these issues are illustrated with the case of Frank (young, serious, and anxious).

ADDITIONAL READINGS / VIEWINGS:

Kupfer, D. J., & Regier, D. A. (2011). Neuroscience, clinical evidence, and the future of psychiatric classification in DSM-5. *Perspectives*, 168(7).

Frazier, T. W., Youngstrom, E. A., Speer, L., Embacher, R., Law, P., Constantino, J. & Eng, C. (2012). Validation of proposed DSM-5 criteria for autism spectrum disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51(1), 28-40.

Skodol, A. E., Bender, D. S., Morey, L. C., Clark, L. A., Oldham, J. M., Alarcon, R. D., & Siever, L. J. (2011). Personality disorder types proposed for DSM-5. *Journal of Personality Disorders*, 25(2), 136-169.

Shear, M. K., Simon, N., Wall, M., Zisook, S., Neimeyer, R., Duan, N., & Keshaviah, A. (2011). Complicated grief and related bereavement issues for DSM-5. *Depression and anxiety*, 28(2), 103-117.

ACTIVITIES	DEADLINES
<p>Activity 1: Read Required and Additional Readings/ Viewings</p> <p>Activity 2: Watch Week 3 Podcast</p> <p>Activity 3: Participate in Forum 2</p> <p>Activity 4: Complete Course Feedback Questionnaire</p>	<p><u>Forum 2: Intro to Peer-Review and ICE</u> Opens: Sept. 28th @ 12:05am First Response Due: Sept. 31st @ 11:55pm</p> <p><u>Course Feedback: CDS Navigation Survey</u> Opens: Closes:</p>

WEEK 4: Psychopathology - Research Methods

Introduction: This week's readings and activities 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. You will be introduced to basic concepts in scientific research in psychology including; clinical versus statistical significance, correlational versus experimental designs, techniques for studying genetic contributions to psychological disorders, and techniques for understanding developmental perspectives of psychological disorders

This week you will have your first Adobe Connect session, and Discussion Question 1 will become available. Make sure to attend the Adobe session and bring any questions you may have about the content covered so far so that you are prepared to answer the discussion question. Please see the [timeline](#) for scheduling and deadline information.

LEARNING OBJECTIVES:

1. Demonstrate knowledge of the basic components of research methods, sample development and study design.
2. Describe basic research applications in abnormal psychology including family studies, adoption studies, twin studies, association studies, cross-sectional designs, and longitudinal designs.
3. Explain why considerations of clinical versus statistical significance are especially relevant to research in abnormal psychology

REQUIRED READINGS:

Barlow et al., Chapter 4

Key Concepts: This chapter outlines components of the research process in abnormal psychology. These components include the establishment of a testable hypothesis, protection of internal validity, types of research design (i.e., case study, correlational, group and single-case experimental design, genetic linkage and analysis, cross-sectional and longitudinal designs), and role of cultural factors that impinge upon research, and research ethics. This chapter examines methods developed to discover what behaviours constitute problems, why people engage in behavioural disorders (etiology), and what constitutes effective treatments and beneficial treatment outcome.

ADDITIONAL RESOURCES:

www.lynda.com (log in using the 'institutional log in' or directly via the link on the Queen's portal or your 'onQ' home page. The following are courses that we feel may be of interest to you:

1. Excel 2007: Business Statistics
2. Data-Analysis Fundamentals with Excel
3. SPSS Statistics Essential Training (for those that own a license to use SPSS or can access it on campus)
4. R Statistics Essential Training (for those that are happy working in 'code')

www.khanacademy.com is an online learning site that offers instructional videos and practical exercises for all ages.

- Select 'start learning now', sign up with email (name, email & date of birth required) and then make sure that you reply to confirmation email by clicking on 'finish signing up' link.
- Once this is done, log in using your relevant details (you will be prompted to set up a user name/password and to choose an avatar).
- Once logged in, select '**probability & statistics**' from the math option on the left of the screen

All of the key areas are covered within this section. Make sure that you scroll down through the list and review the material that you feel will be of help to you.

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 th @ 11:55pm
Activity 2: Watch Week 4 Podcast	<u>Adobe Connect Unit 1 Review</u>
Activity 3: Complete Forum 2	Oct 6 th @ 11:30am Oct 6 th @ 7:30pm
Activity 4: Adobe Connect Unit 1 Review Session	<u>Forum 3: Discussion Question 1</u>
Activity 5: Participate in Forum 3	Opens: Oct. 7 th @ 12:05am
Activity 6: Try Self-Assessment Quiz 1	

UNIT 2: DISORDERS OF MOOD AND ANXIETY

WEEKS 5 Mood Disorders & Suicide – Part I

Introduction: This week the textbook will introduced to unipolar and bipolar mood disorders, while the lecture video for the week will discuss how we diagnose these disorders and introduce you to an evolutionary theory of how depression may have evolved. As you progress through the material, think about how the symptoms being discussed may exist on a continuum in the population and at what point we start to consider these symptoms to be a disorder.

This week you will complete Discussion Question 1, and begin work on Assignment I. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Identify the defining features of and diagnostic criteria for various mood disorders.
2. Integrate theoretical perspectives on the biological, psychological, and social aspects of mood disorders.

REQUIRED READINGS:

Barlow et al., Chapter 7 pg. 212 - 240

Key Concepts: This chapter outlines the characteristics of mood disorders (i.e., major depressive episode and mania) and features the epidemiology, etiology, and treatment of major depressive episodes, dysthymia, cyclothymia, premenstrual dysphoric disorder (PMDD), disruptive mood dysregulation disorder, bipolar disorder I, and bipolar disorder II. Symptom feature modifiers, or those additional factors that have implications for predicting course or response to treatment, are also covered. The chapter is also devoted to the phenomenon of suicide, including prevention and intervention of suicidal ideation and intent. Various clinical examples are presented throughout the chapter.

ADDITIONAL READINGS / VIEWINGS:

Andrews, P. W., & Thomson, J. A. (2009). The bright side of being blue: Depression as an adaptation for analyzing complex problems. *Psychological Review*, 116(3), 620–654. doi:10.1037/a0016242

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 3: Discussion Question 1</u> First Response Due: Oct. 12 th @ 11:55pm Final Response Due: Oct. 16 th @ 11:55pm
Activity 2: Watch Week 5 Podcast	
Activity 3: Complete in Forum 3	<u>Assignment 1</u> Opens: Oct. 14 th @ 12:05am
Activity 4: Start Assignment 1	

WEEKS 6: Mood Disorders & Suicide – Part II

Introduction: This week we will finish our exploration of mood disorders with a look at treatment options, and the phenomenon of suicide. The optional readings also provide you with more information regarding two psychological treatments of mood disorders.

This week you will complete and submit Assignment 1. Please see the **timeline** for deadline information.

LEARNING OBJECTIVES:

3. Identify the defining features of and diagnostic criteria for various mood disorders.
4. Understand the etiology of, and treatment options for, mood disorders including specific details about prevalence statistics, gender differences, developmental course, and treatment names.
5. Integrate theoretical perspectives on the biological, psychological, and social aspects of mood disorders.

REQUIRED READINGS:

Barlow et al., Chapter 7 pg. 241 - 256

Key Concepts: This chapter outlines the characteristics of mood disorders (i.e., major depressive episode and mania) and features the epidemiology, etiology, and treatment of major depressive episodes, dysthymia, cyclothymia, premenstrual dysphoric disorder (PMDD), disruptive mood dysregulation disorder, bipolar disorder I, and bipolar disorder II. Symptom feature modifiers, or those additional factors that have implications for predicting course or response to treatment, are also covered. The chapter is also devoted to the phenomenon of suicide, including prevention and intervention of suicidal ideation and intent. Various clinical examples are presented throughout the chapter.

ADDITIONAL READINGS / VIEWINGS:

Teasdale, J. D., Segal, Z. V., Williams, J. M. G., Ridgeway, V. A., Soulsby, J. M., & Lau, M. A. (2000). Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy. *Journal of consulting and clinical psychology, 68*(4), 615.

Beck, A. T., & Dozois, D. J. (2011). Cognitive therapy: current status and future directions. *Annual review of medicine, 62*, 397-409

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Assignment 1</u> Closes: Oct. 21 st @ 2:00pm
Activity 2: Watch Week 6 Podcast	
Activity 3: Complete Assignment 1	

WEEKS 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 for anxiety and related disorders.

REQUIRED READINGS:

Barlow et al., Chapter 5 pg. 121 - 163

Key Concepts: This chapter outlines the concept of anxiety, fear, and its related disorders. Anxiety is a future-oriented state characterized by negative affect in which a person focuses on the possibility of uncontrollable danger or misfortune. Fear is a present-oriented mood state characterized by strong urges to escape and a surge of the sympathetic branch of the autonomic nervous system. This chapter provides detailed descriptions of the nature and phenomenology of anxiety and panic attacks, and each of the major anxiety disorders (i.e., generalized anxiety disorder, panic attacks and panic disorder, agoraphobia, specific and social phobia, posttraumatic stress disorder, and obsessive-compulsive disorder). For each, case examples are provided as well as summaries of symptomatology, course, prevalence, and etiological factors. Psychological causes, clinical description, statistics, and drug treatments are also discussed.

ADDITIONAL READINGS / VIEWINGS:

Cuijpers, P., Sijbrandij, M., Koole, S., Huibers, M., Berking, M., & Andersson, G. (2014). Psychological treatment of generalized anxiety disorder: A meta-analysis. *Clinical psychology review, 34*(2), 130-140.

Stein, D. J., Craske, M. G., Friedman, M. J., & Phillips, K. A. (2011). Meta-structure issues for the DSM-5: how do anxiety disorders, obsessive-compulsive and related disorders, post-traumatic disorders, and dissociative disorders fit together? *Current psychiatry reports, 13*(4), 248-250.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 4: Peer-Directed Review 2</u> Opens: Oct. 26 th @ 12:05am First Response Due: Oct. 29 th @ 11:55pm
Activity 2: Watch Week 7 Podcast	
Activity 3: Participate in Forum 4	

WEEKS 8: Anxiety, Trauma-Related and Obsessive-Compulsive Disorders – Part II

Introduction: In week 8 we will discuss disorders related to obsessive compulsive disorders, including; tic disorder, body dysmorphic disorder, hoarding disorder, trichotillomania, and excoriation.

You will also complete the Peer-Directed Review for Unit 3, attend an Adobe Connect session, and have access to Discussion Question 2. Please see the **timeline** for scheduling and deadline information.

LEARNING OBJECTIVES:

4. Identify the defining features of and diagnostic criteria for obsessive-compulsive disorders.
5. Understand the etiology of, and treatment options for obsessive-compulsive disorders, as well as specific details about prevalence statistics, gender differences, and developmental course.
6. Integrate theoretical perspectives on the biological, psychological, and social aspects of for obsessive-compulsive disorders.

REQUIRED READINGS:

Barlow et al., Chapter 5 pg. 163 - 175

Key Concepts: This chapter outlines the concept of anxiety, fear, and its related disorders. Anxiety is a future-oriented state characterized by negative affect in which a person focuses on the possibility of uncontrollable danger or misfortune. Fear is a present-oriented mood state characterized by strong urges to escape and a surge of the sympathetic branch of the autonomic nervous system. This chapter provides detailed descriptions of the nature and phenomenology of anxiety and panic attacks, and each of the major anxiety disorders (i.e., generalized anxiety disorder, panic attacks and panic disorder, agoraphobia, specific and social phobia, posttraumatic stress disorder, and obsessive-compulsive disorder). For each, case examples are provided as well as summaries of symptomatology, course, prevalence, and etiological factors. Psychological causes, clinical description, statistics, and drug treatments are also discussed.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 4: Peer-Directed Review 2</u> Final Response Due: Nov. 1 st @ 11:55pm
Activity 2: Watch Week 8 Podcast	<u>Adobe Connect Unit 2 Review</u> Nov 3 rd @ 11:30am Nov 3 rd @ 7:30pm
Activity 3: Complete in Forum 4	
Activity 4: Adobe Connect Unit 2 Review Session	<u>Forum 5: Discussion Question 2</u> Opens: Nov. 4 th @ 12:05am
Activity 5: Participate in Forum 5	
Activity 6: Try Self-Assessment Quiz 2	<u>Course Feedback: Activities</u> Opens: Closes:
Activity 7: Complete Course Feedback Questionnaire	

UNIT 3: BODY DISORDERS, DYSFUNCTION AND DYSPHORIA

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 depersonalization-derealisation disorder, dissociative amnesia, and dissociative identity disorder.

You will also complete Discussion Question 2 this week. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Identify the defining features and diagnostic criteria for somatic symptom and dissociative disorders.
2. Understand the etiology of somatic symptom and dissociative disorders, as well as specific details about prevalence statistics, gender differences, and course
3. Identify treatment options for individuals with somatic symptom and dissociative disorders.

REQUIRED READINGS:

Barlow et al., Chapter 6

Key Concepts: This chapter outlines the five basic somatic symptom and related disorders: somatic symptom disorder, illness anxiety disorder, psychological factors affecting medical condition, conversion disorder, and factitious disorder listed in the *DSM-5*. The primary features of these five basic somatic symptoms and related disorders are discussed: symptoms, prevalence, etiology, and treatment. For dissociative disorders, depersonalization, amnesia, and fugue are discussed. The chapter also describes the relation between malingering and factitious disorders in the context of conversion reactions and dissociative identity disorder. In addition, the major characteristics of dissociative trance and dissociative identity disorder are described, including available treatment approaches.

ADDITIONAL READINGS / VIEWINGS:

Gleaves, D. H. (1996). The sociocognitive model of dissociative identity disorder: a reexamination of the evidence. *Psychological bulletin*, 120(1), 42.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 5: Discussion Question 2</u> First Response Due: Nov. 9 th @ 11:55pm Final Response Due: Nov. 13 th @ 11:55pm
Activity 2: Watch Week 9 Podcast	
Activity 3: Complete in Forum 5	

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 biological, psychological and social aspects of these disorders. Sexual dysfunction disorders investigated will include; sexual desire disorder, sexual arousal disorder, orgasm disorders, and sexual pain disorders.

You will also participate in the Peer-Directed Review for unit 3. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Identify the defining features and diagnostic criteria for sexual dysfunction disorders.
2. Understand the etiology of, and treatment options for sexual dysfunction disorders.
3. Integrate theoretical perspectives on the biological, psychological, and social aspects of sexual dysfunction disorders.

REQUIRED READINGS:

Barlow et al., Chapters 10 pg. 341 - 360

Key Concepts: This chapter outlines the primary features of sexual dysfunctions, paraphilic disorders, and gender dysphoria, including information regarding normal and deviate sexual behaviour and attitudes. Sexual dysfunctions, paraphilic disorders, and gender dysphoria are described, with an emphasis on clinical description, information about known causes, prevalence, and assessment and treatment approaches (i.e., medical and psychosocial).

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 6: Peer-Directed Review 3</u> Opens: Nov 15 th @ 12:05am First Response Due: Nov. 18 th @ 11:55pm
Activity 2: Watch Week 10 Podcast	
Activity 3: Participate in Forum 6	

WEEKS 11: Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria – Part II

Introduction: This week we will conclude chapter 10 of the textbook by investigating the causes of, diagnostic criteria for, and treatment of paraphilic disorders, and gender dysphoria. Specific focus will be placed on integrating the biological, psychological and social aspects of these disorders. Disorders investigated will include; fetishism, voyeurism and exhibitionism, transvestism, sadism and masochism, and pedophilia. Finally, we will discuss gender dysphoria within the historical of context of gender and sexual identity as mental illness.

This week you will complete the Peer-Directed Review for Unit 3, and participate in an Adobe Connect Session. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

4. Identify the defining features and diagnostic criteria for paraphilic disorders, and gender dysphoria.
5. Understand the etiology of, and treatment options for paraphilic disorders, and gender dysphoria.
6. Integrate theoretical perspectives on the biological, psychological, and social aspects of paraphilic disorders, and gender dysphoria.

REQUIRED READINGS:

Barlow et al., Chapters 10 pg. 361 - 375

Key Concepts: This chapter outlines the primary features of sexual dysfunctions, paraphilic disorders, and gender dysphoria, including information regarding normal and deviate sexual behaviour and attitudes. Sexual dysfunctions, paraphilic disorders, and gender dysphoria are described, with an emphasis on clinical description, information about known causes, prevalence, and assessment and treatment approaches (i.e., medical and psychosocial).

ADDITIONAL READINGS / VIEWINGS:

DeFeo, J. (2015). Understanding Sexual, Paraphilic, and Gender Dysphoria Disorders in DSM-5. *Journal of child sexual abuse*, 24(2), 210-215.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 6: Peer-Directed Review 3</u> Final Response Due: Nov. 22 nd @ 11:55pm
Activity 2: Watch Week 11 Podcast	<u>Adobe Connect Unit 3 Review</u> Nov 24 th @ 11:30am
Activity 3: Complete in Forum 6	Nov 24 th @ 7:30pm
Activity 4: Adobe Connect Unit 3 Review Session	
Activity 5: Try Self-Assessment Quiz 3	

WEEK 12: Special Topic – Interdisciplinary Collaborations

Stigma plays a pivotal role in mental illness with regards to how people experience psychological disorders, their likelihood to seek treatment, and ultimately the course of their disorder. While the textbook makes mention of stigma throughout your readings, this week's video lecture will provide in depth exposure to the effects of stigma on mental health. This week's lecture is primarily for your interest. The content will not be directly tested, but may help you in formulating answers for assignments and on the exams.

This week the Midterm Review session will be held via Adobe Connect. Please review the course content from week 1 – 11, and bring any questions you have to the session! Please see the [timeline](#) for scheduling information.

LEARNING OBJECTIVES:

1. Identify the role that stigma plays in the development and persistence of mental disorders.
2. Integrate psychological and social aspects as a method of describing how mental disorders are viewed and treated.

REQUIRED READINGS:

None

ADDITIONAL READINGS / VIEWINGS:

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Adobe Connect Midterm Review Session</u> Nov 29 th @ 2:00pm Nov 29 th @ 7:00pm
Activity 2: Watch Week 12 Podcast	
Activity 3: Adobe Connect Midterm Review Session	

UNIT 4: PHYSICAL AND HEALTH-RELATED DISORDERS

WEEK 13: Physical Disorders and Health Psychology

Introduction: This week you will be introduced to the role that psychological functioning plays in psychical health, and how physical health impacts mental function. We will investigate common physical health problems including; immune disorders, cardiovascular problems, chronic pain, and chronic fatigue syndrome.

This week you will have access to Discussion Question 3. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Demonstrate knowledge of the interaction between mind and body, and identify the physiological effects of stress.
2. Describe the relationship between immune functioning, cardiovascular health, pain, and fatigue.
3. Identify treatment options and their effectiveness on physical health problems and associated mental wellbeing.

REQUIRED READINGS:

Barlow et al., Chapter 9

Key Concepts: This chapter outlines the primary psychological and social factors that influence the development and maintenance of several physical disorders. Specifically, the psychological effects of stress on the immune system and related diseases are described. In addition, lifestyle practices that place one at risk for certain physical disorders are discussed. Finally, both limited and comprehensive psychosocial treatment and prevention efforts for these problems are delineated.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 7: Discussion Question 3</u> Opens: Jan 13 th @ 12:05am
Activity 2: Watch Week 13 Podcast	
Activity 3: Participate in Forum 7	

WEEK 14: Eating and Sleep-Wake Disorders – 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, and binge-eating disorder.

This week you will also complete Discussion Question 3. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Identify the defining features of and diagnostic criteria for major types of eating disorders.
2. Discuss biological, psychological, and social factors implicated in the development of eating disorders, including specific details about prevalence statistics, gender differences, and course.
3. Identify the biological and psychosocial treatment options for individuals with eating disorders.

REQUIRED READINGS:

Barlow et al., Chapter 8 pg. 261 - 284

Key Concepts: The first half of this chapter outlines the major characteristics of eating disorders, particularly bulimia nervosa and anorexia nervosa. It includes a discussion of related eating disorders such as binge-eating disorder, rumination disorder, pica, and feeding disorder. Included are descriptions of the etiological, developmental, and cultural factors that impinge upon these problems. Treatment procedures are discussed, including cognitive-behavioural approaches, family and interpersonal therapy, and pharmacotherapy.

ADDITIONAL READINGS / VIEWINGS:

Dazzi, F., & Di Leone, F. G. (2014). The diagnostic classification of eating disorders: current situation, possible alternatives and future perspectives. *Eating and Weight Disorders-Studies on Anorexia, Bulimia and Obesity*, 19(1), 11-19.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 7: Discussion Question 3</u> First Response Due: Jan 18 th @ 11:55pm Final Response Due: Jan 22 nd @ 11:55pm
Activity 2: Watch Week 14 Podcast	
Activity 3: Complete in Forum 7	

WEEK 15: Eating and Sleep-Wake Disorders – Part II

Introduction: This week we will investigate the causes of, criteria for, and treatment of sleep-wake disorders. Disorders covered will include; insomnia, hyper somnolence, narcolepsy breathing related disorders, and circadian rhythm sleep-wake disorders.

You will be able to participate in the Peer-Directed Review for Unit 4 this week Please see the **timeline** for deadline information.

LEARNING OBJECTIVES:

1. Identify defining features of and diagnostic criteria for major types of sleep-wake disorders.
2. Discuss the biological, psychological, and social factors implicated in the development of sleep-wake disorders, including specific details about prevalence statistics, gender differences, and course
3. Identify biological and psychosocial treatment options for individuals with sleep-wake disorders.

REQUIRED READINGS:

Barlow et al., Chapter 8 pg. 284 - 299

Key Concepts: The second half of chapter 8 provides an overview of the key features of sleep-wake disorders (i.e., insomnia disorder and parasomnias) and their assessment, and a discussion of available medical and psychological treatments. Biological, psychological, and cultural influences on sleep and sleep behaviour are also examined.

ADDITIONAL READINGS / VIEWINGS:

Smith, M. T., Perlis, M. L., Park, A., Smith, M. S., Pennington, J., Giles, D. E., & Buysse, D. J. (2014). Comparative meta-analysis of pharmacotherapy and behavior therapy for persistent insomnia.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 8: Peer-Directed Review 4</u> Opens: Jan. 24 th @ 12:05am First Response Due: Jan. 27 th @ 11:55pm
Activity 2: Watch Week 15 Podcast	
Activity 3: Participate in Forum 8	

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 Question 4. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Identify and define the diagnostic criteria addictive disorders (including substance related and non-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 treatments 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 bio-psycho-social framework.

ADDITIONAL READINGS / VIEWINGS:

Petry, N. M., & O'Brien, C. P. (2013). Internet gaming disorder and the DSM-5. *Addiction, 108*(7), 1186-1187.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 8: Peer-Directed Review 4</u> Final Response Due: Jan 31 st @ 11:55pm
Activity 2: Watch Week 16 Podcast	<u>Adobe Connect Unit 4 Review</u> Feb 2 nd @ 11:30am
Activity 3: Complete in Forum 8	Feb 2 nd @ 7:30pm
Activity 4: Adobe Connect Unit 4 Review	<u>Forum 9: Discussion Question 4</u> Opens: Feb. 3 rd @ 12:05am
Activity 5: Participate in Forum 9	<u>Course Feedback: Assessment</u>
Activity 6: Try Self-Assessment Quiz 4	Opens: Closes:
Activity 7: Complete Course Feedback Questionnaire	

UNIT 5: SCHIZOPHRENIC, PSYCHOTIC AND PERSONALITY DISORDERS

WEEKS 17: Schizophrenia Spectrum and Other Psychotic Disorders – Part I

Introduction: Week 18 will introduce you to the criteria for schizophrenia and psychotic disorders. Specific emphasis will be placed on the biological, psychological, and social factors that play a role in schizophrenia and psychotic disorders. Disorders covered will include; schizophrenia, schizophreniform disorder, schizoaffective disorder, delusional disorder, and brief psychotic disorder.

You will also complete the Discussion Question 1, and have access to Assignment 2 this week. Please see the **timeline** for deadline information.

LEARNING OBJECTIVES:

1. Identify and distinguish between the positive, negative, disorganized, and cognitive symptoms of schizophrenia and other psychotic disorders.
2. Integrate biological, psychological, and social factors thought to contribute to the development of schizophrenia and other psychotic disorders.

REQUIRED READINGS:

Barlow et al., Chapter 13 pg. 463 - 474

Key Concepts: This chapter outlines the primary features of schizophrenia spectrum and related psychotic disorders. Positive and negative symptoms as well as subtypes of schizophrenia are described. Related problems include schizophreniform, schizoaffective, delusional, brief psychotic, and shared psychotic disorder. Etiological factors, relapse, and treatment are discussed.

ADDITIONAL READINGS / VIEWINGS:

Green, M. F. (1996). What are the functional consequences of neurocognitive deficits in schizophrenia?. *The American journal of psychiatry*.

Heinrichs, R. W., & Zakzanis, K. K. (1998). Neurocognitive deficit in schizophrenia: a quantitative review of the evidence. *Neuropsychology*, 12(3), 426.

Heckers, S., Barch, D. M., Bustillo, J., Gaebel, W., Gur, R., Malaspina, D., & Carpenter, W. (2013). Structure of the psychotic disorders classification in DSM-5. *Schizophrenia research*, 150(1), 11-14.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 9: Discussion Question 4</u> First Response Due: Feb. 8 th @ 11:55pm Final Response Due: Feb. 12 th @ 11:55pm
Activity 2: Watch Week 17 Podcast	
Activity 3: Complete in Forum 9	<u>Assignment 2</u> Opens: Feb. 10 th @ 12:05am
Activity 4: Start Assignment 2	

WEEKS 18: Schizophrenia Spectrum and Other Psychotic Disorders – Part II

Introduction: Week 18 will discuss the prevalence, causes, and treatment of schizophrenia and psychotic disorders. Specific emphasis will be placed on the biological, psychological, and social factors that play a role in schizophrenia and psychotic disorders.

You will also complete the discussion question for unit 4, and submit assignment 2 during week 17 & 18. Please make sure to submit your work by the indicated deadlines.

LEARNING OBJECTIVES:

3. Integrate biological, psychological, and social factors thought to contribute to the development of schizophrenia and other psychotic disorders.
4. Identify biological and psychosocial treatments options for people with schizophrenia and other psychotic disorders.

REQUIRED READINGS:

Barlow et al., Chapter 13 pg. 474 – 494

Key Concepts: This chapter outlines the primary features of schizophrenia spectrum and related psychotic disorders. Positive and negative symptoms as well as subtypes of schizophrenia are described. Related problems include schizophreniform, schizoaffective, delusional, brief psychotic, and shared psychotic disorder. Etiological factors, relapse, and treatment are discussed.

ADDITIONAL READINGS / VIEWINGS:

Green, M. F. (1996). What are the functional consequences of neurocognitive deficits in schizophrenia?. *The American journal of psychiatry*.

Heinrichs, R. W., & Zakzanis, K. K. (1998). Neurocognitive deficit in schizophrenia: a quantitative review of the evidence. *Neuropsychology, 12*(3), 426.

Heckers, S., Barch, D. M., Bustillo, J., Gaebel, W., Gur, R., Malaspina, D., & Carpenter, W. (2013). Structure of the psychotic disorders classification in DSM-5. *Schizophrenia research, 150*(1), 11-14.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	Assignment 2 Closes: Feb 17 th @ 2:00pm
Activity 2: Watch Week 18 Podcast	
Activity 3: Complete Assignment 2	

WEEKS 19: Personality Disorders – Part I

Introduction: Weeks 19 will introduce you to the causes of, diagnostic criteria for, and treatment of personality disorders. Topics covered will include; categorical and dimensional models of personality disorders, and cluster A disorders (including paranoid, schizoid, and schizotypal personality disorders).

You will also participate in the Peer-Directed Review activity for Unit 5. Please see the **timeline** for deadline information.

LEARNING OBJECTIVES:

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

REQUIRED READINGS:

Barlow et al., Chapters 12 pg. 425 - 435

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 bias with respect to diagnosis.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	Forum 10: Peer-Directed Review 5 Opens: Feb 28 th @ 12:05am First Response Due: Mar. 3 rd @ 11:55pm
Activity 2: Watch Week 19 Podcast	
Activity 3: Participate in Forum 10	

WEEKS 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 Question 5. 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 bias 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	Forum 10: Peer-Directed Review 5 Final Response Due: Mar. 7 th @ 11:55pm
Activity 2: Watch Week 20 Podcast	<u>Adobe Connect Unit 5 Review</u> March 9 th @ 11:30am
Activity 3: Complete in Forum 10	March 9 th @ 7:30pm
Activity 4: Adobe Connect Unit 5 Review	<u>Forum 11: Discussion Question 5</u> Opens: Mar. 10 th @ 12:05am
Activity 5: Participate in Forum 11	<u>Course Feedback: Learning Outcomes</u>
Activity 6: Try Self-Assessment Quiz 5	Opens: Closes:
Activity 7: Complete Course Feedback Questionnaire	

UNIT 6: PHYSICAL AND HEALTH-RELATED DISORDERS

WEEKS 21: Neurodevelopmental Disorders – Part I

Introduction: Week 21 will discuss the causes and prevalence of, diagnostic criteria for, and treatment of neurodevelopmental disorders. Discussions will include; Attention-Deficit/Hyperactivity Disorder (ADHD), and Specific Learning Disorder.

You will also complete Discussion Question 5. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Identify the defining features of and diagnostic criteria for Attention-Deficit/Hyperactivity Disorder, and Specific Learning Disorder.
2. Identify factors associated with the etiology of neurodevelopmental disorders and potential treatment options, including specific details about prevalence statistics, gender differences, and course
3. Integrate biological, psychological, and social factors associated with neurodevelopmental disorders.

REQUIRED READINGS:

Barlow et al., Chapters 14 pg. 499 - 512

Key Concepts: This chapter outlines the primary features of neurodevelopmental disorders and developmental disorders, with a particular emphasis on attention deficit hyperactivity disorder, learning disorders, autism spectrum disorder (i.e., autistic disorder), and intellectual disability. Major features of these disorders are outlined within a developmental framework, including integrative coverage of biological, psychological, and sociocultural variables that cause and/or maintain them. A description of the available biological and psychosocial treatments for these neurodevelopmental disorders is included as well as the efforts underway to prevent such problems from developing.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 11: Discussion Question 5</u> First Response Due: Mar. 15 th @ 11:55pm Final Response Due: Mar 19 th @ 11:55pm
Activity 2: Watch Week 21 Podcast	
Activity 3: Complete in Forum 11	

WEEKS 22: Neurodevelopmental Disorders – Part II

Introduction: Week 22 will complete our discussion of the causes and prevalence of, diagnostic criteria for, and treatment of neurodevelopmental disorders. Discussions will include; Autism Spectrum Disorder, and Intellectual Disability.

You will also participate in the Peer-Directed Review for Unit 6. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

4. Identify the defining features of and diagnostic criteria for Autism Spectrum Disorder, and Intellectual Disability.
5. Identify factors associated with the etiology of neurodevelopmental disorders and potential treatment options, including specific details about prevalence statistics, gender differences, and course
6. Integrate biological, psychological, and social factors associated with neurodevelopmental disorders.

REQUIRED READINGS:

Barlow et al., Chapters 14 pg. 512 - 529

Key Concepts: This chapter outlines the primary features of neurodevelopmental disorders and developmental disorders, with a particular emphasis on attention deficit hyperactivity disorder, learning disorders, autism spectrum disorder (i.e., autistic disorder), and intellectual disability. Major features of these disorders are outlined within a developmental framework, including integrative coverage of biological, psychological, and sociocultural variables that cause and/or maintain them. A description of the available biological and psychosocial treatments for these neurodevelopmental disorders is included as well as the efforts underway to prevent such problems from developing.

ADDITIONAL READINGS / VIEWINGS:

Lai, M. Lombardo, M. V., & Baron-Cohen, S. (2014). Autism. *Lancet*, 383, 896-910.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 12: Peer-Directed Review 6</u> Opens: Mar. 21 st @ 12:05am First Response Due: Mar. 24 th @ 11:55pm
Activity 2: Watch Week 22 Podcast	
Activity 3: Participate in Forum 12	

WEEK 23: Neurocognitive Disorders

Introduction: This week we will investigate the causes of, criteria for, and treatment of neurocognitive disorders. Specific emphasis will be placed on the biological, psychological, and social factors that play a role in neurocognitive disorders. Disorders discussed will focus on major and minor neurocognitive disorders including Alzheimer's, Vascular Neurocognitive, and other medical conditions causing neurocognitive disorder, and substance / medication induced neurocognitive disorder.

This week you will also complete the Peer-Directed Review for Unit 6, attend an Adobe Connect Session, and have access to Assignment 3. Please see the [timeline](#) for deadline information.

LEARNING OBJECTIVES:

1. Identify the defining features of and diagnostic criteria for delirium and major and minor neurocognitive disorders.
2. Identify factors associated with the etiology of neurocognitive disorders and potential treatment options, including specific details about prevalence statistics, gender differences, and course
3. Integrate biological, psychological, and social factors associated with neurocognitive disorders.

REQUIRED READINGS:

Barlow et al., Chapter 15

Key Concepts: This chapter outlines the primary features of neurocognitive disorders, which involve delirium, major neurocognitive disorder dementia, and amnesia. In so doing, forms of each of these cognitive disorders are described, with an emphasis on Alzheimer's disease. Coverage also includes discussion of known biological, environmental, and psychosocial factors that either cause, maintain, or are related to the prevention and alleviation of neurocognitive disorders.

ADDITIONAL READINGS / VIEWINGS:

Simpson, J. R. (2014). DSM-5 and Neurocognitive Disorders. *Journal of the American Academy of Psychiatry and the Law Online*, 42(2), 159-164.

Evans, D., & Lee, E. (2014). Impact of dementia on marriage: A qualitative systematic review. *Dementia*, 13(3), 330-349.

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.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings	<u>Forum 12: Peer-Directed Review 6</u> Final Response Due: Mar. 28 th @ 11:55pm
Activity 2: Watch Week 23 Podcast	<u>Adobe Connect Unit 5 Review</u> Mar 30 th @ 11:30am
Activity 3: Complete in Forum 12	Mar 30 th @ 7:30pm
Activity 4: Adobe Connect Unit 6 Review	<u>Assignment 3</u> Opens: Mar. 31 st @ 12:05am
Activity 5: Start Assignment 3	
Activity 6: Try Self-Assessment Quiz 6	

WEEK 24: 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 consideration in clinical psychology, and patients' rights.

This week you will complete and submit Assignment 3. In addition, the Final Exam Review session will be held on Adobe Connect. Please see the **timeline** for scheduling and deadline information.

LEARNING OBJECTIVES:

1. Understand legislation regarding civil commitment of individuals with mental illness.
2. Understand legislation regarding criminal commitment of individuals with mental illness.
3. Integrate ethical considerations important to working with individuals with mental illness.

REQUIRED READINGS:

Barlow et al., Chapters 16

Key Concepts: This chapter outlines the primary legal and ethical issues associated with the study, assessment, and treatment of abnormal behaviour. In addition, changing societal views about those with mental illness are discussed. Specific issues such as civil and criminal commitment, dangerousness, homelessness, deinstitutionalization, insanity defence, fitness to stand trial, duty to warn, expert witnesses, and patient and research participant rights are discussed. Contemporary issues in mental health are also covered, with an emphasis on practice guidelines for efficacy and effectiveness of psychosocial interventions.

ADDITIONAL READINGS / VIEWINGS:

Chaimowitz, G. (2011). The criminalization of people with mental illness. *The Canadian Journal of Psychiatry*, 57, 1-6.

ACTIVITIES	DEADLINES
Activity 1: Read Required and Additional Readings/ Viewings, Review previous readings	<u>Assignment 3</u> Closes: Apr. 7 th @ 11:55pm
Activity 2: Watch Week 24 Podcast	<u>Adobe Connect Final Exam Review</u> April 7 th @ 2:00pm April 7 th @ 7:00pm
Activity 3: Submit Assignment 3	<u>Course Feedback: End of Course</u>
Activity 4: Adobe Connect Final Exam Review	Opens: Closes:
Activity 5: Complete Course Feedback Questionnaire	

PSYC 235 Calendar of Weekly Activities

Week	Topic	Readings	Activity	Deadlines
Unit 1: Historical, Modern, and Methodological Perspectives				
1 (Sept. 12 – 18)	Abnormal Behavior: Historical Context	<ul style="list-style-type: none"> Barlow et al., Chapter 1 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	<u>Forum 1: Intro to Discussion</u> Opens: Sept. 16 th @ 12:05am First Response Due: Sept. 21 st @ 11:55pm Final Responses Due: Sept 25 th @ 11:55pm
2 (Sept. 19 – 25)	Psychopathology: An Integrative Approach	<ul style="list-style-type: none"> 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 – Oct. 2)	Psychopathology: Clinical Assessment & Diagnosis	<ul style="list-style-type: none"> Barlow et al., Chapter 3 Kupfer, D. J., & Regier, D. A. (2011). Neuroscience, clinical evidence, and the future of psychiatric classification in DSM-5. <i>Perspectives</i>, 168(7). Frazier, T. W., Youngstrom, E. A., Speer, L., Embacher, R., Law, P., Constantino, J.& Eng, C. (2012). Validation of proposed DSM-5 criteria for autism spectrum disorder. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 51(1), 28-40. Skodol, A. E., Bender, D. S., Morey, L. C., Clark, L. A., Oldham, J. M., Alarcon, R. D.,& Siever, L. J. (2011). Personality disorder types proposed for DSM-5. <i>Journal of Personality Disorders</i>, 25(2), 136-169. Shear, M. K., Simon, N., Wall, M., Zisook, S., Neimeyer, R., Duan, N., & Keshaviah, A. (2011). Complicated grief and related bereavement issues for DSM-5. <i>Depression and anxiety</i>, 28(2), 103-117. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 3 Podcast Activity 3: Participate in Forum 2 Activity 4: Complete Course Feedback Questionnaire	<u>Forum 2: Intro to Peer-Review and ICE</u> Opens: Sept. 28 th @ 12:05am First Response Due: Sept. 31 st @ 11:55pm <u>Course Feedback: CDS Navigation Survey</u> Opens: Closes:
4 (Oct. 3 – 9)	Psychopathology: Research Methods	<ul style="list-style-type: none"> Barlow et al., Chapter 4 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 4 Podcast Activity 3: Complete Forum 2 Activity 4: Adobe Connect Unit 1 Review Session Activity 5: Participate in Forum 3 Activity 6: Try Self-Assessment Quiz 1	<u>Forum 2: Intro to Peer-Review and ICE</u> Final Responses Due: Oct. 4 th @ 11:55pm <u>Adobe Connect Unit 1 Review</u> Oct 6 th @ 11:30am Oct 6 th @ 7:30pm <u>Forum 3: Discussion Question 1</u> Opens: Oct. 7 th @ 12:05am
		Self Assessment Quiz 1	Opens: Oct 7 th @ 12:05am	Closes: Dec 1 st @ 11:55pm

Week	Topic	Readings	Activity	Deadlines
UNIT 2: Disorders of Mood and Anxiety				
5 (Oct. 10 – 16)	Mood Disorders and Suicide I	<ul style="list-style-type: none"> Barlow et al., Chapter 7 Andrews, P. W., & Thomson, J. A. (2009). The bright side of being blue: Depression as an adaptation for analyzing complex problems. <i>Psychological Review</i>, 116(3), 620–654. doi:10.1037/a0016242 Teasdale, J. D., Segal, Z. V., Williams, J. M. G., Ridgeway, V. A., Soulsby, J. M., & Lau, M. A. (2000). Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy. <i>Journal of consulting and clinical psychology</i>, 68(4), 615. Beck, A. T., & Dozois, D. J. (2011). Cognitive therapy: current status and future directions. <i>Annual review of medicine</i>, 62, 397-409 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 5 Podcast Activity 3: Complete in Forum 3 Activity 4: Start Assignment 1	Forum 3: Discussion Question 1 First Response Due: Oct. 12 th @ 11:55pm Final Response Due: Oct. 16 th @ 11:55pm <u>Assignment 1</u> Opens: Oct. 14 th @ 12:05am
6 (Oct. 17 – 23)	Mood Disorders and Suicide II	<ul style="list-style-type: none"> Beck, A. T., & Dozois, D. J. (2011). Cognitive therapy: current status and future directions. <i>Annual review of medicine</i>, 62, 397-409 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 6 Podcast Activity 3: Complete Assignment 1	<u>Assignment 1</u> Closes: Oct. 21 st @ 2:00pm
7 (Oct. 24 – 30)	Anxiety, Trauma-Related, and Obsessive Compulsive Disorders I	<ul style="list-style-type: none"> Barlow et al., Chapter 5 Cuijpers, P., Sijbrandij, M., Koole, S., Huibers, M., Berking, M., & Andersson, G. (2014). Psychological treatment of generalized anxiety disorder: A meta-analysis. <i>Clinical psychology review</i>, 34(2), 130-140. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 7 Podcast Activity 3: Participate in Forum 4	Forum 4: Peer-Directed Review 2 Opens: Oct. 26 th @ 12:05am First Response Due: Oct. 29 th @ 11:55pm
8 (Oct. 30 – Nov.6)	Anxiety, Trauma-Related, and Obsessive Compulsive Disorders II	<ul style="list-style-type: none"> Stein, D. J., Craske, M. G., Friedman, M. J., & Phillips, K. A. (2011). Meta-structure issues for the DSM-5: how do anxiety disorders, obsessive-compulsive and related disorders, post-traumatic disorders, and dissociative disorders fit together? <i>Current psychiatry reports</i>, 13(4), 248-250. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 8 Podcast Activity 3: Complete in Forum 4 Activity 4: Adobe Connect Unit 2 Review Session Activity 5: Participate in Forum 5 Activity 6: Try Self-Assessment Quiz 2 Activity 7: Complete Course Feedback Questionnaire	Forum 4: Peer-Directed Review 2 Final Response Due: Nov. 1 st @ 11:55pm <u>Adobe Connect Unit 2 Review</u> Nov 3 rd @ 11:30am Nov 3 rd @ 7:30pm Forum 5: Discussion Question 2 Opens: Nov. 4 th @ 12:05am <u>Course Feedback: Activities</u> Opens: Closes:
		Self Assessment Quiz 2	Opens: Nov 4 th @ 12:05am	Closes: Dec 1 st @ 11:55pm

Week	Topic	Readings	Activity	Deadlines
Unit 3: Body Disorders, Dysfunction, and Dysphoria				
9 (Nov. 7 – 13)	Somatic and Dissociative Disorders	<ul style="list-style-type: none"> Barlow et al., Chapter 6 Gleaves, D. H. (1996). The sociocognitive model of dissociative identity disorder: a reexamination of the evidence. <i>Psychological bulletin</i>, 120(1), 42. Xavier Case Study 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 9 Podcast Activity 3: Complete in Forum 5	<u>Forum 5: Discussion Question 2</u> First Response Due: Nov. 9 th @ 11:55pm Final Response Due: Nov. 13 th @ 11:55pm
10 (Nov. 14 – 20)	Sexual Dysfunction, Paraphilic Disorders, and Gender Dysphoria I	<ul style="list-style-type: none"> Barlow et al., Chapter 10 DeFeo, J. (2015). Understanding Sexual, Paraphilic, and Gender Dysphoria Disorders in DSM-5. <i>Journal of child sexual abuse</i>, 24(2), 210-215. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 10 Podcast Activity 3: Participate in Forum 6	<u>Forum 6: Peer-Directed Review 3</u> Opens: Nov 15 th @ 12:05am First Response Due: Nov. 18 th @ 11:55pm
11 (Nov. 21 – 27)	Sexual Dysfunction, Paraphilic Disorders, and Gender Dysphoria II		Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 11 Podcast Activity 3: Complete in Forum 6 Activity 4: Adobe Connect Unit 3 Review Session Activity 5: Try Self-Assessment Quiz 3	<u>Forum 6: Peer-Directed Review 3</u> Final Response Due: Nov. 22 nd @ 11:55pm <u>Adobe Connect Unit 3 Review</u> Nov 24 th @ 11:30am Nov 24 th @ 7:30pm
Self Assessment Quiz 3		Opens: Nov 25 th @ 12:05am		Closes: Dec 1 st @ 11:55pm
12 (Nov. 28 – Dec. 4)	Special Topic: Interdisciplinary Collaborations	No Readings	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 12 Podcast Activity 3: Adobe Connect Midterm Review Session	<u>Adobe Connect Midterm Review Session</u> Nov 29 th @ 2:00pm Nov 29 th @ 7:00pm
Midterm Exam		Opens: Dec 2 nd @ 12:05am		Closes: Dec 5 th @ 4:00pm
Winter Break				

Week	Topic	Readings	Activity	Deadlines
Unit 4: Physical and Health Related Disorders				
13 (Jan. 9 – 15)	Physical Disorders & Health	<ul style="list-style-type: none"> Barlow et al., Chapter 9 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 13 Podcast Activity 3: Participate in Forum 7	Forum 7: Discussion Question 3 Opens: Jan 13 th @ 12:05am
14 (Jan. 16 – 22)	Eating, and Sleep-Wake Disorders I	<ul style="list-style-type: none"> Barlow et al., Chapter 8 Dazzi, F., & Di Leone, F. G. (2014). The diagnostic classification of eating disorders: current situation, possible alternatives and future perspectives. <i>Eating and Weight Disorders-Studies on Anorexia, Bulimia and Obesity</i>, 19(1), 11-19. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 14 Podcast Activity 3: Complete in Forum 7	Forum 7: Discussion Question 3 First Response Due: Jan 18 th @ 11:55pm Final Response Due: Jan 22 nd @ 11:55pm
15 (Jan. 23 – 29)	Eating, and Sleep-Wake Disorders II	<ul style="list-style-type: none"> Smith, M. T., Perlis, M. L., Park, A., Smith, M. S., Pennington, J., Giles, D. E., & Buysse, D. J. (2014). Comparative meta-analysis of pharmacotherapy and behavior therapy for persistent insomnia. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 15 Podcast Activity 3: Participate in Forum 8	Forum 8: Peer-Directed Review 4 Opens: Jan. 24 th @ 12:05am First Response Due: Jan. 27 th @ 11:55pm
16 (Jan. 30 – Feb. 5)	Substance Related and Impulse Control Disorders	<ul style="list-style-type: none"> Barlow et al., Chapter 11 Petry, N. M., & O'Brien, C. P. (2013). Internet gaming disorder and the DSM-5. <i>Addiction</i>, 108(7), 1186-1187. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 16 Podcast 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	Forum 8: Peer-Directed Review 4 Final Response Due: Jan 31 st @ 11:55pm Adobe Connect Unit 4 Review Feb 2 nd @ 11:30am Feb 2 nd @ 7:30pm Forum 9: Discussion Question 4 Opens: Feb. 3 rd @ 12:05am Course Feedback: Assessment Opens: Closes:
		Self Assessment Quiz 4	Opens: Feb 3 rd @ 12:05am	Closes: Apr 9 th @ 11:55pm

Week	Topic	Readings	Activity	Deadlines
Unit 5: Schizophrenic, Psychotic, and Personality Disorders				
17 (Feb. 6 – 12)	Schizophrenia Spectrum and Psychotic Disorders I	<ul style="list-style-type: none"> Barlow et al., Chapter 13 Green, M. F. (1996). What are the functional consequences of neurocognitive deficits in schizophrenia?. <i>The American journal of psychiatry</i>. Heinrichs, R. W., & Zakzanis, K. K. (1998). Neurocognitive deficit in schizophrenia: a quantitative review of the evidence. <i>Neuropsychology</i>, 12(3), 426. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 17 Podcast Activity 3: Complete in Forum 9 Activity 4: Start Assignment 2	Forum 9: Discussion Question 4 First Response Due: Feb. 8 th @ 11:55pm Final Response Due: Feb. 12 th @ 11:55pm <u>Assignment 2</u> Opens: Feb. 10 th @ 12:05am
18 (Feb. 13 – 19)	Schizophrenia Spectrum and Psychotic Disorders II	<ul style="list-style-type: none"> Heckers, S., Barch, D. M., Bustillo, J., Gaebel, W., Gur, R., Malaspina, D., & Carpenter, W. (2013). Structure of the psychotic disorders classification in DSM-5. <i>Schizophrenia research</i>, 150(1), 11-14. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 18 Podcast Activity 3: Complete Assignment 2	Assignment 2 Closes: Feb 17 th @ 2:00pm
(Feb 20 – 26)	Reading Week			
19 (Feb. 27 – Mar. 5)	Personality Disorders I	<ul style="list-style-type: none"> Barlow et al., Chapter 12 Leichsenring, F., & Leibling, E. (2014). The effectiveness of psychodynamic therapy and cognitive behavior therapy in the treatment of personality disorders: a meta-analysis. 	Activity 1: Read Required and Additional Readings/ Viewings Activity 2: Watch Week 19 Podcast Activity 3: Participate in Forum 10	Forum 10: Peer-Directed Review 5 Opens: Feb 28 th @ 12:05am First Response Due: Mar. 3 rd @ 11:55pm
20 (Mar. 6 – Mar. 12)	Personality Disorders II		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 5 Activity 7: Complete Course Feedback Questionnaire	Forum 10: Peer-Directed Review 5 Final Response Due: Mar. 7 th @ 11:55pm <u>Adobe Connect Unit 5 Review</u> March 9 th @ 11:30am March 9 th @ 7:30pm Forum 11: Discussion Question 5 Opens: Mar. 10 th @ 12:05am <u>Course Feedback: Learning Outcomes</u> Opens: Closes:
		Self Assessment Quiz 5	Opens: Mar. 10 th @ 12:05am	Closes: Apr 9 th @ 11:55pm

Week	Topic	Readings	Activity	Deadlines
Unit 6: Neurodevelopmental and Neurocognitive Disorders				
21 (Mar. 13 – Mar. 19)	Neurodevelopment Disorders I	<ul style="list-style-type: none"> Barlow et al., Chapter 14 Lai, M. Lombardo. M. V., & Baron-Cohen, S. (2014). Autism. <i>Lancet</i>, 383, 896-910. 	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. 15 th @ 11:55pm Final Response Due: Mar 19 th @ 11:55pm
22 (Mar. 20 – 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. 24 th @ 11:55pm
23 (Mar. 27 – Apr. 2)	Neurocognitive Disorders	<ul style="list-style-type: none"> Barlow et al., Chapter 15 Simpson, J. R. (2014). DSM-5 and Neurocognitive Disorders. <i>Journal of the American Academy of Psychiatry and the Law Online</i>, 42(2), 159-164. Evans, D., & Lee, E. (2014). Impact of dementia on marriage: A qualitative systematic review. <i>Dementia</i>, 13(3), 330-349. 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. <i>Journal of the American Geriatrics Society</i>, 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 Connect Unit 6 Review Activity 5: Start Assignment 3 Activity 6: Try Self-Assessment Quiz 6	Forum 12: Peer-Directed Review 6 Final Response Due: Mar. 28 th @ 11:55pm <u>Adobe Connect Unit 5 Review</u> Mar 30 th @ 11:30am Mar 30 th @ 7:30pm <u>Assignment 3</u> Opens: Mar. 31 st @ 12:05am
		Self Assessment Quiz 6	Opens: Mar 31 st @ 12:05am	Closes: Apr. 9 th @ 11:55pm
24 (Apr. 3 – Apr. 9)	Mental Health Services: Legal and Ethical Issues	<ul style="list-style-type: none"> Barlow et al., Chapter 16 Chaimowitz, G. (2011). The criminalization of people with mental illness. <i>The Canadian Journal of Psychiatry</i>, 57, 1-6. Review previous readings, notes & viewings (Weeks 13-24) 	Activity 1: Read Required and Additional Readings/ Viewings, Review previous readings Activity 2: Watch Week 24 Podcast Activity 3: Submit Assignment 3 Activity 4: Adobe Connect Final Exam Review Activity 5: Complete Course Feedback Questionnaire	<u>Assignment 3</u> Closes: Apr. 7 th @ 11:55pm <u>Adobe Connect Final Exam Review</u> April 7 th @ 2:00pm April 7 th @ 7:00pm <u>Course Feedback: End of Course</u> Opens: Closes: