

## **COURSE DESCRIPTION**

The experimental approach to understanding the causes, symptoms, course, and treatment of mental illness is emphasized in the analysis of disorders of affect (e.g. depression), cognition (e.g., schizophrenia), and problem behaviours (e.g., addictions).

## **LEARNING OUTCOMES**

By the end of this course, you will:

1. Distinguish the diagnostic features of mental disorders to critically evaluate their overlapping and independent features
2. Identify the independent and interactive biological and environmental factors associated with mental illnesses to evaluate the possible contributing factors to the onset and course of the conditions
3. Contrast available treatment options for mental illnesses to critique the historical, present, and nascent opportunities to reduce symptoms and improve functioning
4. Critically evaluate basic research and clinical methods for classifying psychopathological conditions
5. Utilize the above information in developing case conceptualizations

## **TOPICS**

<b>WEEKS</b>	<b>TOPICS</b>
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Week 1	Historical perspectives on abnormality and classification
Week 2	Research methods and assessment
Week 3	Mood disorders and suicide
Week 4	Anxiety disorders
Week 5	Treatments for mood and anxiety
Week 6	Schizophrenia
Week 7	Personality disorders
Week 8	Substance abuse
Week 9	Somatic symptoms and interactions between mental and physical health
Week 10	Eating disorders
Week 11	Sex and gender identity disorders
Week 12	Mental health issues in childhood and adolescence

## COURSE MATERIALS

The following material is available from the [Queen's Campus Bookstore](#):

- Dozois, D.J.A. (2019). *Abnormal Psychology: Perspectives, DSM-5 update edition, 6<sup>th</sup> edition*. North York, Ontario. ISBN-10: 0134428870 ISBN-13: 9780134428871

- DSM V Clinical Cases, John W. Barnhill (available full text online at library)

### **SUGGESTED TIME COMMITMENT**

Students can expect to spend approximately 10–12 hours a week in study/practice and online activity for this course.

### **WEIGHTING OF ASSESSMENTS**

Week Quizzes (best 10 of 12)

10%

Aligned to Learning Outcomes 1, 2

Case Conceptualization Discussions (best 2 of 3)

20%

Aligned to Learning Outcomes 1, 2, 3, 4, 5

Case Analysis

30%

Aligned to Learning Outcomes 1, 2, 3, 4, 5

Final Exam\* (proctored)

40%

Aligned to Learning Outcomes 1, 2, 3, 4

**\*NOTE: Students must pass the final exam component of the course to receive a passing grade.**

Final Proctored Exam

Once the exam schedule has been finalized the exam date will be posted on your SOLUS account. Students living in the Kingston area will write their final exam on Queen's campus. Students writing off campus will receive an email to their Queen's email account with full details of date/time/location of their exam. Please note: off campus exams will be held on the same day as Kingston exams, but the start time may vary

slightly due to the requirements of the off-campus exam centre.

When you registered for the course, you indicated the exam centre location. If you do not remember the exam location you chose, or if you wish to change your exam location, please email: [asc.online@queensu.ca](mailto:asc.online@queensu.ca) or call 613-533-3322. The [deadline for changing your exam centre](#) can be found on the Queen's Arts & Science Online website. You must request the change prior to this deadline or you will be subject to a non-refundable administrative fee of \$100.00 per exam.

#### Location and Timing of Final Examinations

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel /holiday plans or flight reservations.

#### **LATE POLICY**

A late penalty of 5% per day will be applied to all assessments in this course.

## **ASSESSMENTS AND ACTIVITIES DESCRIPTION**

We design quality courses with the primary goal to actively engage our learners with the learning materials. Research suggests that learners who actively participate in the learning environment take more responsibility for their performance in the course and consider the course as more valuable and more directly related to their goals. This is the reason we integrate active learning strategies in all our courses.

Here are the active strategies you will most likely find in your courses: discussion boards, integrated assignment, and peer review.

These are brief descriptions of the various assessments in the course. For a more detailed description, go to the course timeline and select the specific assignment.

### **Quizzes**

There are weekly online quizzes during the term to help you assess your knowledge and understanding of course topics, as well as to keep you on track with course readings. Each quiz consists of 10 multiple-choice questions related to the textbook readings, case studies and online material. Your lowest two quiz scores will be dropped.

### **Case Study Conceptualization Discussions (3)**

During the course, you will actively participate in three online discussions. Each case study discussion will focus on a set of questions related to a case study. These discussions start

with an interactive case study where you will gather information to complete a case study assessment sheet, then you will engage in a discussion on the forum with your peers to discuss the nuances of the case and how to best support the individual using the tools from your textbook and the DSM V criteria. These case conceptualization discussion activities will help you integrate your knowledge in preparation for your final assignment, Case Analysis.

### Case Analysis

This assignment will involve analyzing a case study. You will be expected to share your knowledge in terms diagnosis (and what is not) and treatment options (and why) would best be suited for the case study.

### GRADING

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

#### Queen's Official Grade Conversion Scale

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
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

### **CONTACTING THE TEACHING TEAM**

The teaching team contact information is located on the Homepage of the course (see "[Teaching Team](#)").

For general questions about the course, please post to the [Course Questions Forum](#).

Feel free to help answer your peers' questions on this forum. Most questions are answered within 24 hours.

Please use your Queen's email for inquiries that are more personal in nature, or for issues such as academic accommodations or marking. If you need to have a more detailed conversation, please contact your instructor.

### **COURSE FEEDBACK**

At various points during the course, students may be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets).

This feedback enables the team to make any adjustments necessary to improve the online learning environment. Additional student feedback will be sought throughout the

course. All surveys are anonymous, and directly related to activities, assessments, and other course material.

## **NETIQUETTE**

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.



## **QUEEN'S EMAIL**

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

## **COPYRIGHT**

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights. PSYC 236. PSYC 236.

## **ACCESSIBILITY/ACCOMMODATIONS**

Queen's University is committed to achieving full accessibility for people 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. The [Senate Policy for Accommodations for Students with Disabilities](#) was approved at Senate in November 2016. If you are a student with a disability and think you may need academic

accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

Students with course accommodations should contact ASO immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

### **ACADEMIC CONSIDERATIONS FOR STUDENTS IN EXTENUATING CIRCUMSTANCES**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. Click here to view the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the [Faculty of Arts and Science protocol and the portal where a request can be submitted at at the following link](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator.

Please use the information provided on the [Teaching Team page](#).

## ACADEMIC INTEGRITY

*The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.*

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; [honesty, trust, fairness, respect, responsibility and courage](#). 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 (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour 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](#), and from the instructor of this course. 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.

## **COMPUTER REQUIREMENTS**

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

### **Computer Specifications**

- Windows 8.1 or newer
- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard
- USB headset
- Webcam

### **Supported Browsers**

- Chrome (preferred – latest version)
- Firefox (latest version)
- *Safari is not recommended as it causes several known issues in onQ*
- *Edge is not recommended as it causes several known issues in onQ*

### **Internet Connection**

- Wired high speed access: Cable or better
- *Wifi is not recommended*

#### Java

- Latest version

#### Media Player

- Flash (latest version)

#### Adobe Reader

- Latest Version

### **STUDENTS STUDYING OR TRAVELLING ABROAD**

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.

### **PSYCHOLOGY RESEARCH PARTICIPANT POOL**

In this course you can earn bonus points by participating in the Psychology Research Participant Pool. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete

studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the information posted at the [Psychology Participant Pool page on the Department website](#).

All students will be activated in the participant pool by the 3<sup>rd</sup> week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information by the 3<sup>rd</sup> week of class.

In addition, during the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the drop/add period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact

information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Note that your course instructor is not involved in the administration of studies and alternative assignments. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

**Off-campus students:** Please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.