

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).

UNIVERSITY OPERATING DATES

Sep 30	Tuition due
Sep 8	Classes start
Sep 21	Last day to add courses
Nov 2	Last day to drop courses without financial penalty
Nov 2	Last day to drop without academic penalty
N/A	Last day to change exam centre
Nov 7	Last day to submit exam accommodation requests (if applicable)
Dec 7	Classes end
Dec 10-23	Exam Period

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

WEEKS	TOPICS
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, 6th 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)	15%	Learning Outcomes 1, 2
Case Study 1: Summary and diagnosis	5%	Learning Outcomes 1, 2, 3, 4, 5
Case Study 2: Summary, diagnosis, treatment	10%	Learning Outcomes 1, 2, 3, 4, 5
Case Study 3: Case Conceptualization	17.5%	Learning Outcomes 1, 2, 3, 4, 5
Case Study 4: Case Conceptualization	17.5%	Learning Outcomes 1, 2, 3, 4, 5
Final Exam	35%	Learning Outcomes 1, 2, 3, 4

LATE POLICY AND REGRADE REQUESTS

A late penalty of 5% per day will be applied to all assessments in this course, except quizzes. Quizzes must be submitted prior to close or cannot be accepted.

REGRADING REQUESTS

We have tried to make assignment instructions and marking criteria as transparent as possible, and the teaching team interacts frequently to maximise consistency. That said, we have a lot of assignments to mark so sometimes mistakes occur. If you feel your assignment has been marked in a way that is inconsistent with stated assignment instructions and/or rubrics, submit a formal request for a re-grade within 72 hours of receiving your grade. If you have provided a clear rationale for a re-grade based on the stated marking criteria, your assignment will be marked by a second TA blinded to original mark. If the 2nd grade is in same grading boundary (e.g. a B- is still a B-), the grade will stay the same. If it is above or below the original grade boundary, the course instructor will read the assignment, taking both reports into account and decide which grade is more appropriate. Please note, however, that this could result in your mark being lowered or staying the same.

We will only increase marks if there has been a clear and demonstrable violation of stated grading standards. There are many other reasons that students might be disappointed with marks. These might include being accustomed to getting higher marks (e.g. "I'm an A student, this is the first B I've ever received"), needing a particular grade to achieve a goal ("I need an A to get into the Honour's program"), feeling like the grade did not match the effort put in ("I worked for a long time on this, I think I earned a better mark"), or being frustratingly close to a grade cut off ("If I got an extra half point, this would be an A- instead of a B+). We understand why these can lead to disappointment and frustration, but we cannot arbitrarily raise marks for these types of reasons and maintain transparency and fairness for all students.

ASSESSMENTS AND ACTIVITIES DESCRIPTION

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. Quizzes will be released on Sunday morning at 9, and you have until Monday at midnight to complete them. You will receive 10 multiple choice questions and will have 30 minutes to complete the quiz. You will only be allowed one attempt so make sure you are prepared and have sufficient time to complete the assignment. Quizzes are open book, but you don't have sufficient time to look up all the answers, so it is strongly recommended you complete the reading prior to beginning the quiz. Your lowest two quiz scores will be dropped. Students will receive feedback on how they did, but correct answers cannot be released, as we have limited questions and have had problems with answers being passed from year to year.

Case Study Assignments

All of the information about your case study assignments can be found here.

The aim of these assignments is to approximate how a Clinical Psychologist gathers and organizes information from a client, and how they use science and theory to conceptualize the patient's symptoms and come up with a treatment plan.

The assignments are cumulative in nature: In the first assignment you will write a short case summary where you will provide a preliminary diagnosis, summarizing the symptoms that led to your diagnosis (or ruled out other diagnoses) and the information that still needs to be gathered.

In the second assignment you will provide a similar case summary, but will add an empirically supported treatment plan.

In the third and fourth assignments, you will again provide a case summary and treatment plan, but will add a theoretical "case conceptualization" where you outline the theoretical orientation that you have used to understand the etiology of the patient's symptoms and develop your treatment plan.

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

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

We will accept papers that are over the word count, but there are penalties, as follows: There will be a small penalty (2% of your final grade) for being <10% over (e.g. 20 words for a 200 word assignment, 75 for a 750 etc.). Anything >10% (e.g. >220 words for a 200 word assignment, >825 for a 750 etc.) will not be read. This could substantially affect your mark, especially if there's critical information contained in the "overage" section. So be succinct!

CONTACTING THE TEACHING TEAM

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

Your first port of call for questions are the Discussion Forums. Discussion forums are the first port of call because other students may have similar questions (or the question has already been answered there) and everyone can benefit. This also saves the teaching team from answering the same email repeatedly.

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 inquires 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 being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

This is an online course, with a high enrollment. To ensure that everyone is treated as fairly and respectfully as possible and that this course is a positive experience for everyone involved, we provide the following guidelines.

CIVILITY

Online forums have many advantages, but one disadvantage we frequently see on social media, online chat rooms and discussion boards is that people forget they are talking to an actual person and do not communicate with the civility and respect they would normally use. The same can happen with online courses. Even though the course has high enrolment, we will do our best to treat you as more than a student number/email address. We ask you to treat the teaching team and your peers with the same respect. Prior to sending correspondence in discussion forums or via email, ask yourself if you would communicate with the person in the same way if you were speaking face to face. If you are in doubt about whether your correspondence is civil and productive, consider saving it as a draft and re-reading it the next day to decide whether it could be modified to make it more productive.

- Abusive or demeaning language will not be tolerated.

- Questioning the competence or professionalism of the teaching team will not be tolerated. This is particularly true of the TAs. Like you, TAs are completing a degree and have many competing responsibilities, both personal and professional. They are responsible for marking and providing feedback for a LOT of assignments and generally work more hours than they are paid for. Be respectful: It's better for everyone if disagreements can be resolved in a professional and productive manner.

If in doubt, here are some additional guidelines for online communication:

<https://www.queensu.ca/studentconductoffice/resources/general-conduct-resources/online-etiquette>

<https://www.memphis.edu/fcbe/students/netiquette.php>

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

To submit a Request for Academic Consideration, go to: <https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>.

After you submit your request, it is essential that you contact your instructor(s) to discuss arrangements for completing the academic requirements that you have missed.

Academic consideration is meant to help you manage a **short-term** extenuating circumstance that is beyond your control and could affect your academics. This might be a sudden physical or mental illness, a serious injury or required treatment for yourself or a significant other, bereavement (e.g.,

death of a family member or close friend), or a traumatic event (e.g., sexual assault, divorce). Another example is an absence due to a significant event, such as participating in a varsity championship or performing at a national or international event.

Academic consideration for an extenuating circumstance may include but is not limited to:

- an excused absence
- a deferral
- an extension
- a modified schedule for assignments, projects, labs, or placements
- an alternative assignment
- a re-weighting of term marks
- permission for an incomplete grade
- course withdrawal without penalty (this requires an appeal to the Associate Dean of Studies)

Your instructor will determine what academic consideration is appropriate for your course based on the academic requirement(s) you may miss and the essential requirements/learning outcomes of the course. All students who receive academic consideration must meet all essential academic requirements/learning outcomes and standards of the course. Academic consideration does not guarantee academic achievement in a course/program.

Situation 1: Requests for academic consideration up to 3 days:

- Each student can make one request for academic consideration for up to 3 days without supporting documentation per academic term (i.e., Fall, Winter, Summer). Any additional requests for academic consideration for up to 3 days will require supporting documentation.
- Requests for academic consideration under 3 days must be submitted as soon as you require academic consideration and no later than 1 day after the 3 day consideration period has ended. (eg. if you are requesting academic consideration for September 10-12, you must have your request submitted into this system by September 13 at the latest).
- Delegates submitting a Request for Academic Consideration for Extenuating Circumstances form and supporting documentation on behalf of a student should contact the Faculty Office at asc.consideration@queensu.ca or 613-533-6000, ext. 75413 to arrange to complete the proper forms.

Situation 2: Requests for academic consideration between 4 days and 3 months:

- Requests for academic consideration between 4 days and 3 months should be made as soon as you require academic consideration.
- All requests for academic consideration between 4 days and 3 months require supporting documentation, which should be submitted within 5 business days of submitting the request or it will be withdrawn.

- All requests for academic consideration for extenuating circumstances between 4 days and 3 months must be submitted before the course has closed/ended.
- Delegates submitting a Request for Academic Consideration for Extenuating Circumstances form and supporting documentation on behalf of a student should contact the Faculty Office to arrange to complete the proper forms.
- If you have questions, please contact the Academic Consideration Team in the Faculty Office at: asc.consideration@queensu.ca or 613-533-6000, ext. 75413.

Situation 3: Requests for academic consideration during final exam periods:

- **All requests** (up to 3 days and between 4 days and 3 months) for academic consideration made during exam periods require supporting documentation.

Situation 4: Request for Excused Absence for Significant Event:

Students who are making a request for academic consideration related to a significant event must follow these steps outlined below. If you are participating in an event at the provincial, national, or international level that is either a Queen's Varsity Athletics event or an event to which you were invited as a distinguished guest, you can complete this form. Please submit requests a minimum of 2 weeks before the sanctioned events or as soon as the event is scheduled.

1. Gather the following information:

- A personal statement about why participation in the event is significant to you/Queen's
- Specific details about what is being missed (i.e., exactly what courses, what tests, what assignments, etc.)
- A copy of the invitation to participate/details about the competitions that determine who is invited
- Any other relevant details about the event (i.e., tournament information, schedules, team details, who is participating)

2. A minimum of two weeks before the sanctioned event, or as soon as the event is scheduled, complete and submit a Request for Excused Absence for Significant Event Form to either:

- Queen's Athletics and Recreation senior management team/Athletics Services Coordinator – Retention (athletics and Recreation Centre, 284 Earl Street), for varsity athletic events OR
- the Vice-Provost and Dean of Student Affairs (Gordon Hall, Room 300, 74 Union Street) for all other significant events
- BISC Students should submit their requests to the Student Services office at the Bader International Student Centre (BISC).

3. Upload your signed form to the Arts & Science Academic Consideration Portal. If you encounter technical difficulties please reach out to asc.consideration@queensu.ca

As soon as possible, follow-up with your instructor(s) either by email or in-person to discuss how you will be making up for the missed academic requirements. This may require you to complete academic requirements prior to being absent for the event.

Please use the information provided on the Teaching Team page.

EXTENUATING CIRCUMSTANCES

From time to time, students have circumstances that make it difficult for them to complete assignments, or to keep up with coursework. On the course homepage there is a widget on the right side that you can use to find Queens' guidelines for extenuating circumstances, and to apply for special consideration.

These guidelines don't cover time management issues. We recognize that students have many competing demands on their time, particularly those trying to balance outside work and family responsibilities. Unfortunately, it is impossible for us to judge which of these issues are valid/deserving and which could have been avoided. Thus, while we understand how difficult it can be to keep up with everything, we have a responsibility to be transparent and fair to everyone. As such, requests for special considerations that do not fall inside the guidelines for extenuating circumstances will not be considered.

Familiarise yourself early with the schedule for readings and assignments, and make sure that you have time to complete the work. If you anticipate a timing conflict with an assignment, try to start early to leave yourself plenty of time. We realise that sometimes handing in assignments late is unavoidable, so late penalties are relatively low compared to other courses (5%/day)

ACADEMIC INTEGRITY

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

Supported Browsers

Internet Connection

- 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
- 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
- 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.