 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 paced 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Historical, Modern, and Methodological Perspectives</th>
<th>Unit 4</th>
<th>Physical and Health Related Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Abnormal Behavior</td>
<td>Week 13</td>
<td>Physical Disorders &amp; Health</td>
</tr>
<tr>
<td>Week 2</td>
<td>Psychopathology: An Integrative Approach</td>
<td>Week 14</td>
<td>Eating, and Sleep-Wake Disorders I</td>
</tr>
<tr>
<td>Week 3</td>
<td>Psychopathology: Clinical Assessment &amp; Diagnosis</td>
<td>Week 15</td>
<td>Eating, and Sleep-Wake Disorders II</td>
</tr>
<tr>
<td>Week 4</td>
<td>Psychopathology: Research Methods</td>
<td>Week 16</td>
<td>Substance Related and Impulse Control Disorders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Disorders of Mood and Anxiety</th>
<th>Unit 5</th>
<th>Schizophrenic, Psychotic, and Personality Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Mood Disorders and Suicide I</td>
<td>Week 17</td>
<td>Schizophrenia Spectrum and Psychotic Disorders I</td>
</tr>
<tr>
<td>Week 6</td>
<td>Mood Disorders and Suicide II</td>
<td>Week 18</td>
<td>Schizophrenia Spectrum and Psychotic Disorders II</td>
</tr>
<tr>
<td>Week 7</td>
<td>Anxiety, Trauma-Related and Obsessive Compulsive Disorders I</td>
<td>Week 19</td>
<td>Personality Disorders I</td>
</tr>
<tr>
<td>Week 8</td>
<td>Anxiety, Trauma-Related and Obsessive Compulsive Disorders II</td>
<td>Week 20</td>
<td>Personality Disorders II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Body Disorders, Dysfunction, and Dysphoria</th>
<th>Unit 6</th>
<th>Neurodevelopmental and Neurocognitive Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Somatic and Dissociative Disorders</td>
<td>Week 21</td>
<td>Neurodevelopment Disorders I</td>
</tr>
<tr>
<td>Week 10</td>
<td>Sexual Dysfunction, Paraphilic Disorders and Gender Dysphoria II</td>
<td>Week 22</td>
<td>Neurodevelopment Disorders II</td>
</tr>
<tr>
<td>Week 11</td>
<td>Sexual Dysfunction, Paraphilic Disorders and Gender Dysphoria II</td>
<td>Week 23</td>
<td>Neurocognitive Disorders III</td>
</tr>
<tr>
<td>Week 12</td>
<td>Special Topic: Interdisciplinary Collaborations</td>
<td>Week 24</td>
<td>Mental Health Services: Legal and Ethical Issues</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Self-Assessment Quizzes (x6)</td>
<td>0%</td>
</tr>
<tr>
<td>Peer-Directed Review (x6)</td>
<td>0%</td>
</tr>
<tr>
<td>Discussion Question (x5)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm (online)</td>
<td>20%</td>
</tr>
<tr>
<td>Proctored Final Exam</td>
<td>35%</td>
</tr>
</tbody>
</table>

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](http://www.queensbookstore.com).

The core text for this course is:


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)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>Fall Tuition payment due</td>
</tr>
<tr>
<td>September 14</td>
<td>Term classes start</td>
</tr>
<tr>
<td>September 25</td>
<td>Last day to add courses</td>
</tr>
<tr>
<td>September 25</td>
<td>Last day to drop courses without financial penalty</td>
</tr>
<tr>
<td>November 6</td>
<td>Last day to drop courses without academic penalty</td>
</tr>
<tr>
<td>January 10</td>
<td>Winter Tuition payment due</td>
</tr>
<tr>
<td>April 1</td>
<td>Classes end</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**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;

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Expected Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment Quizzes</td>
<td>Immediately upon completion (results only).</td>
</tr>
<tr>
<td>Peer-Directed Review/Discussion Activities</td>
<td>During &amp; after discussion activity (as appropriate).</td>
</tr>
<tr>
<td>Assignments</td>
<td>Where possible within 2 weeks.</td>
</tr>
<tr>
<td>Midterm (online)</td>
<td>Where possible within 2 weeks</td>
</tr>
<tr>
<td>Proctored Final Exam</td>
<td>Where possible within 2 weeks</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>COURSE LEARNING OUTCOME</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online Participation</td>
</tr>
<tr>
<td></td>
<td>Unit Self-Assessment Quizzes x 6 (0% ea.)</td>
</tr>
<tr>
<td>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</td>
<td>X</td>
</tr>
<tr>
<td>Identify and differentiate between disorders using observed symptoms.</td>
<td>X</td>
</tr>
<tr>
<td>Identify treatments and therapies for disorders, as well as begin to evaluate their effectiveness</td>
<td>X</td>
</tr>
<tr>
<td>Explain the role of both basic and clinical research in advancing our understanding of mental disorders and their treatment</td>
<td>X</td>
</tr>
<tr>
<td>Apply psychological theories to understanding and conceptualizing individuals with mental disorders</td>
<td>X</td>
</tr>
<tr>
<td>Understand and be sensitive to a broad range of issues, controversies, and common misconceptions about human abnormal psychology</td>
<td>X</td>
</tr>
</tbody>
</table>

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.


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

<table>
<thead>
<tr>
<th>Week</th>
<th>Day / Time*</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Thursday 11:30 am</td>
<td>Adobe Connect - Unit 1 Review</td>
</tr>
<tr>
<td>Week 4</td>
<td>Thursday 7:30 pm</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Thursday 11:30 am</td>
<td>Adobe Connect - Unit 2 Review</td>
</tr>
<tr>
<td>Week 8</td>
<td>Thursday 7:30 pm</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Thursday 11:30 am</td>
<td>Adobe Connect - Unit 3 Review</td>
</tr>
<tr>
<td>Week 11</td>
<td>Thursday 7:30 pm</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Thursday 11:30 am</td>
<td>Adobe Connect - Unit 4 Review</td>
</tr>
<tr>
<td>Week 16</td>
<td>Thursday 7:30 pm</td>
<td></td>
</tr>
<tr>
<td>Week 20</td>
<td>Thursday 11:30 am</td>
<td>Adobe Connect - Unit 5 Review</td>
</tr>
<tr>
<td>Week 20</td>
<td>Thursday 7:30 pm</td>
<td></td>
</tr>
<tr>
<td>Week 23</td>
<td>Thursday 11:30 am</td>
<td>Adobe Connect - Unit 6 Review</td>
</tr>
<tr>
<td>Week 23</td>
<td>Thursday 7:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day / Time*</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 12</td>
<td>Tuesday 2:00 pm</td>
<td>Midterm Review Session</td>
</tr>
<tr>
<td>Week 12</td>
<td>Tuesday 7:00 pm</td>
<td></td>
</tr>
<tr>
<td>Week 24</td>
<td>Tuesday 2:00 pm</td>
<td>Final Exam Review Session</td>
</tr>
<tr>
<td>Week 24</td>
<td>Tuesday 7:00 pm</td>
<td></td>
</tr>
</tbody>
</table>

*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 Abode 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.
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

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<td>Forum 1: Intro to Discussion</td>
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<td>Opens: Sept. 16th @ 12:05am</td>
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<td>Activity 2: Watch week 1 podcast</td>
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<td>Activity 3: Participate in Forum 1</td>
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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.

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<td>Forum 1: Intro to Discussion</td>
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<td><strong>Activity 2:</strong> Watch week 2 podcast</td>
<td>First Response Due: Sept. 21st @ 11:55pm</td>
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<td><strong>Activity 3:</strong> Complete in Forum 1</td>
<td>Final Responses Due: Sept 25th @ 11:55pm</td>
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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:


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<td><strong>Course Feedback</strong>: CDS Navigation Survey</td>
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<td><strong>Activity 3</strong>: Participate in Forum 2</td>
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<td><strong>Activity 4</strong>: Complete Course Feedback Questionnaire</td>
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as of 16/02/2017
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:
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.
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<td><strong>Activity 2:</strong> Watch Week 4 Podcast</td>
<td>Adobe Connect Unit 1 Review Oct 6&lt;sup&gt;th&lt;/sup&gt; @ 11:30am Oct 6&lt;sup&gt;th&lt;/sup&gt; @ 7:30pm</td>
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<tr>
<td><strong>Activity 3:</strong> Complete Forum 2</td>
<td>Forum 3: Discussion Question 1 Opens: Oct. 7&lt;sup&gt;th&lt;/sup&gt; @ 12:05am</td>
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<td><strong>Activity 4:</strong> Adobe Connect Unit 1 Review Session</td>
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<td><strong>Activity 6:</strong> Try Self-Assessment Quiz 1</td>
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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:

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

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<td>Activity 2: Watch Week 6 Podcast</td>
<td>Assignment 1 Closes: Oct. 21st @ 2:00pm</td>
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<td>Activity 3: Complete Assignment 1</td>
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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.

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<td>Activity 3: Participate in Forum 4</td>
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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.

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.

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<td>Forum 5: Discussion Question 2 Opens: Nov. 4th @ 12:05am</td>
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as of 16/02/2017
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:

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<td>Activity 2: Watch Week 9 Podcast</td>
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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).

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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).

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<td>Activity 1: Read Required and Additional Readings/ Viewings</td>
<td>Forum 6: Peer-Directed Review 3</td>
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<tr>
<td>Activity 2: Watch Week 11 Podcast</td>
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<td>Activity 3: Complete in Forum 6</td>
<td>Nov 24th @ 11:30am</td>
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<tr>
<td>Activity 4: Adobe Connect Unit 3 Review Session</td>
<td>Nov 24th @ 7:30pm</td>
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<td>Activity 5: Try Self-Assessment Quiz 3</td>
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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:

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<tr>
<td>Activity 2: Watch Week 12 Podcast</td>
<td>Nov 29th @ 2:00pm</td>
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<tr>
<td>Activity 3: Adobe Connect Midterm Review Session</td>
<td>Nov 29th @ 7:00pm</td>
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</table>
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.

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<td>Forum 7: Discussion Question 3</td>
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<td>Opens: Jan 13th @ 12:05am</td>
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<tr>
<td>Activity 2: Watch Week 13 Podcast</td>
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<td>Activity 3: Participate in Forum 7</td>
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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:

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<td>Forum 7: Discussion Question 3</td>
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<td>Activity 2: Watch Week 14 Podcast</td>
<td>First Response Due: Jan 18th @ 11:55pm</td>
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<tr>
<td>Activity 3: Complete in Forum 7</td>
<td>Final Response Due: Jan 22nd @ 11:55pm</td>
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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:

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<td><strong>Activity 2:</strong> Watch Week 15 Podcast</td>
<td>Opens: Jan. 24th @ 12:05am</td>
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<tr>
<td><strong>Activity 3:</strong> Participate in Forum 8</td>
<td>First Response Due: Jan. 27th @ 11:55pm</td>
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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.

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

as of 16/02/2017
UNIT 5: SCHOZOPHRENIC, 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. Etiologic factors, relapse, and treatment are discussed.

ADDITIONAL READINGS / VIEWINGS:


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<td>Final Response Due: Feb. 12&lt;sup&gt;th&lt;/sup&gt; @ 11:55pm</td>
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<td><strong>Assignment 2</strong></td>
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<td><strong>Activity 4</strong>: Start Assignment 2</td>
<td>Opens: Feb. 10&lt;sup&gt;th&lt;/sup&gt; @ 12:05am</td>
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as of 16/02/2017
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.


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<th>ACTIVITIES</th>
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| Activity 1: Read Required and Additional Readings/Viewings | Assignment 2  
Closes: Feb 17th @ 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.

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<th>ACTIVITIES</th>
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</table>
| Activity 1: Read Required and Additional Readings/ Viewings | Forum 10: Peer-Directed Review 5
Opens: Feb 28th @ 12:05am
First Response Due: Mar. 3rd @ 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:

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<td>Readings/Viewings</td>
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<td>Activity 2: Watch Week 20 Podcast</td>
<td>Adobe Connect Unit 5 Review</td>
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<tr>
<td>Activity 3: Complete in Forum 10</td>
<td>March 9th @ 11:30am</td>
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<td>Activity 4: Adobe Connect Unit 5 Review</td>
<td>March 9th @ 7:30pm</td>
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<td>Activity 5: Participate in Forum 11</td>
<td>Forum 11: Discussion Question 5</td>
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<td>Activity 6: Try Self-Assessment Quiz 5</td>
<td>Opens: Mar. 10th @ 12:05am</td>
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<td>Activity 7: Complete Course Feedback</td>
<td>Course Feedback: Learning Outcomes</td>
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<td>Questionnaire</td>
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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.

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<td><strong>Activity 3:</strong> [Complete in Forum 11]</td>
<td>Final Response Due: Mar 19th @ 11:55pm</td>
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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:

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<td>Activity 2: Watch Week 22 Podcast</td>
<td>Opens: Mar. 21st @ 12:05am</td>
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<tr>
<td>Activity 3: Participate in Forum 12</td>
<td>First Response Due: Mar. 24th @ 11:55pm</td>
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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:


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<td>Activity 2: Watch Week 23 Podcast</td>
<td>Adobe Connect Unit 5 Review</td>
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<td>Activity 3: Complete in Forum 12</td>
<td>Mar 30th @ 11:30am</td>
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<td>Activity 4: Adobe Connect Unit 6 Review</td>
<td>Mar 30th @ 7:30pm</td>
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<td>Activity 5: Start Assignment 3</td>
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<td>Activity 6: Try Self-Assessment Quiz 6</td>
<td>Opens: Mar. 31st @ 12:05am</td>
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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

ADDITIONAL READINGS / VIEWINGS:

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<td>Activity 3: Submit Assignment 3</td>
<td>April 7th @ 7:00pm</td>
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| 1    | Abnormal Behavior: Historical Context | • 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 | Forum 1: Intro to Discussion  
Opens: Sept. 16th @ 12:05am  
First Response Due: Sept. 21st @ 11:55pm  
Final Responses Due: Sept 25th @ 11:55pm |
| 2    | Psychopathology: An Integrative Approach | • 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    | Psychopathology: Clinical Assessment & Diagnosis | • Barlow et al., Chapter 3  
Activity 2: Watch Week 3 Podcast  
Activity 3: Participate in Forum 2  
Activity 4: Complete Course Feedback Questionnaire | Forum 2: Intro to Peer-Review and ICE  
Opens: Sept. 28th @ 12:05am  
First Response Due: Sept. 31st @ 11:55pm  
Course Feedback: CDS Navigation Survey  
Opens: Closes: |
| 4    | Psychopathology: Research Methods | • 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 | Forum 2: Intro to Peer-Review and ICE  
Final Responses Due: Oct. 4th @ 11:55pm  
Adobe Connect Unit 1 Review  
Oct 6th @ 11:30am  
Oct 6th @ 7:30pm  
Forum 3: Discussion Question 1  
Opens: Oct. 7th @ 12:05am |

Self Assessment Quiz 1  
Opens: Oct 7th @ 12:05am  
Closes: Dec 1st @ 11:55pm
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| 5 (Oct. 10 – 16) | Mood Disorders and Suicide I | • Barlow et al., Chapter 7  
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. 12th @ 11:55pm  
Final Response Due: Oct. 16th @ 11:55pm  
Assignment 1  
Opens: Oct. 14th @ 12:05am |
| 6 (Oct. 17 – 23) | Mood Disorders and Suicide II | • Barlow et al., Chapter 5  
Activity 2: Watch Week 6 Podcast  
Activity 3: Complete Assignment 1 | Assignment 1  
Closes: Oct. 21st @ 2:00pm |
| 7 (Oct. 24 – 30) | Anxiety, Trauma-Related, and Obsessive Compulsive Disorders I | • Barlow et al., Chapter 5  
Activity 2: Watch Week 7 Podcast  
Activity 3: Participate in Forum 4 | Forum 4: Peer-Directed Review 2  
Opens: Oct. 26th @ 12:05am  
First Response Due: Oct. 29th @ 11:55pm |
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. 1st @ 11:55pm  
Adobe Connect Unit 2 Review  
Nov 3rd @ 11:30am  
Nov 3rd @ 7:30pm  
Forum 5: Discussion Question 2  
Opens: Nov. 4th @ 12:05am  
Course Feedback: Activities  
Opens:  
Closes: |

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| 9 (Nov. 7 – 13) | Somatic and Dissociative Disorders | • Barlow et al., Chapter 6  
• Xavier Case Study | **Activity 1:** Read Required and Additional Readings/Viewings  
**Activity 2:** Watch Week 9 Podcast  
**Activity 3:** Complete in Forum 5 | **Forum 5: Discussion Question 2**  
First Response Due: Nov. 9th @ 11:55pm  
Final Response Due: Nov. 13th @ 11:55pm |
| 10 (Nov. 14 – 20) | Sexual Dysfunction, Paraphilic Disorders, and Gender Dysphoria I | • Barlow et al., Chapter 10  
**Activity 2:** Watch Week 10 Podcast  
**Activity 3:** Participate in Forum 6 | **Forum 6: Peer-Directed Review 3**  
Opens: Nov 15th @ 12:05am  
Final Response Due: Nov. 18th @ 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 | **Forum 6: Peer-Directed Review 3**  
Final Response Due: Nov. 22nd @ 11:55pm  
Adobe Connect Unit 3 Review  
Nov 24th @ 11:30am  
Nov 24th @ 7:30pm |
| 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 | **Adobe Connect Midterm Review Session**  
Nov 29th @ 2:00pm  
Nov 29th @ 7:00pm |

Self Assessment Quiz 3  
Opens: Nov 25th @ 12:05am  
Closes: Dec 1st @ 11:55pm

Midterm Exam  
Opens: Dec 2nd @ 12:05am  
Closes: Dec 5th @ 4:00pm

Winter Break

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<tbody>
<tr>
<td>13</td>
<td>Physical Disorders &amp; Health</td>
<td>• Barlow et al., Chapter 9</td>
<td>Activity 1: Read Required and Additional Readings/ Viewings</td>
<td>Forum 7: Discussion Question 3</td>
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<tr>
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<td>(Jan. 9 – 15)</td>
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<td>Activity 2: Watch Week 13 Podcast</td>
<td>Opens: Jan 13th @ 12:05am</td>
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<td>Activity 3: Participate in Forum 7</td>
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| 14    | Eating, and Sleep-Wake Disorders I | • Barlow et al., Chapter 8  
|       | (Jan. 16 – 22)                 |                                                                                             | Activity 2: Watch Week 14 Podcast                                         | First Response Due: Jan 18th @ 11:55pm                                   |
|       |                                |                                                                                             | Activity 3: Complete in Forum 7                                           | Final Response Due: Jan 22nd @ 11:55pm                                   |
| 15    | Eating, and Sleep-Wake Disorders II | • Barlow et al., Chapter 11  
|       | (Jan. 23 – 29)                 |                                                                                             | Activity 2: Watch Week 15 Podcast                                         | Opens: Jan. 24th @ 12:05am                                               |
|       |                                |                                                                                             | Activity 3: Participate in Forum 8                                        | First Response Due: Jan. 27th @ 11:55pm                                  |
| 16    | Substance Related and Impulse Control Disorders | • Barlow et al., Chapter 11  
|       | (Jan. 30 – Feb. 5)             |                                                                                             | Activity 2: Watch Week 16 Podcast                                         | Final Response Due: Jan 31st @ 11:55pm                                   |
|       |                                |                                                                                             | 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                        |                                                                           |
|       |                                |                                                                                             | Self Assessment Quiz 4                                                   |                                                                           |
|       |                                |                                                                                             | Opens: Feb 3rd @ 12:05am                                                 |                                                                           |
|       |                                |                                                                                             | Closes: Apr 9th @ 11:55pm                                                |                                                                           |

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| 17 (Feb. 6 – 12) | Schizophrenia Spectrum and Psychotic Disorders I | ● Barlow et al., Chapter 13  
● Green, M. F. (1996). What are the functional consequences of neurocognitive deficits in schizophrenia?. *The American journal of psychiatry*.  
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. 8th @ 11:55pm  
Final Response Due: Feb. 12th @ 11:55pm  
Assignment 2  
Opens: Feb. 10th @ 12:05am |
| 18 (Feb. 13 – 19) | Schizophrenia Spectrum and Psychotic Disorders II | | Activity 1: Read Required and Additional Readings/Viewings  
Activity 2: Watch Week 18 Podcast  
Activity 3: Complete Assignment 2 | Assignment 2  
Closes: Feb 17th @ 2:00pm |
| (Feb 20 – 26) | Reading Week | | |
| 19 (Feb. 27 – Mar. 5) | Personality Disorders I | ● Barlow et al., Chapter 12  
Activity 2: Watch Week 19 Podcast  
Activity 3: Participate in Forum 10 | Forum 10: Peer-Directed Review 5  
Opens: Feb 28th @ 12:05am  
First Response Due: Mar. 3rd @ 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. 7th @ 11:55pm  
Adobe Connect Unit 5 Review  
March 9th @ 11:30am  
March 9th @ 7:30pm  
Forum 11: Discussion Question 5  
Opens: Mar. 10th @ 12:05am  
Course Feedback: Learning Outcomes  
Opens:  
Closes: |

Self Assessment Quiz 5  
Opens: Mar. 10th @ 12:05am  
Closes: Apr 9th @ 11:55pm
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| 21 (Mar. 13 – Mar. 19) | Neurodevelopmental Disorders I |  - Barlow et al., Chapter 14  
Activity 2: Watch Week 21 Podcast  
Activity 3: Complete in Forum 11 | Forum 11: Discussion Question 5  
First Response Due: Mar. 15th @ 11:55pm  
Final Response Due: Mar 19th @ 11:55pm |
| 22 (Mar. 20 – Mar. 26) | Neurodevelopmental Disorders II |  - Barlow et al., Chapter 14  
Activity 2: Watch Week 22 Podcast  
Activity 3: Participate in Forum 12 | Forum 12: Peer-Directed Review 6  
Opens: Mar. 21st @ 12:05am  
First Response Due: Mar. 24th @ 11:55pm |
| 23 (Mar. 27 – Apr. 2) | Neurocognitive Disorders |  - Barlow et al., Chapter 15  
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. 28th @ 11:55pm  
Adobe Connect Unit 5 Review  
Mar 30th @ 11:30am  
Mar 30th @ 7:30pm  
Assignment 3  
Opens: Mar. 31st @ 12:05am |
| 24 (Apr. 3 – Apr. 9) | Mental Health Services: Legal and Ethical Issues |  - Barlow et al., Chapter 16  
- 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 | Assignment 3  
Closes: Apr. 7th @ 11:55pm  
Adobe Connect Final Exam Review  
April 7th @ 2:00pm  
April 7th @ 7:00pm  
Course Feedback: End of Course  
Opens: Closes: |