



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2016

PY3390 (A3) / PSYC435 (AU): Abnormal Psychology – 3 (3-0-0) 45 Hours

INSTRUCTOR: Dr. Ali M. AL-Asadi **PHONE:** 780-539-2061
OFFICE: B-301 **E-MAIL:** aalasadi@gprc.ab.ca
OFFICE HOURS: By appointments

IMPORTANT: Please remember this is a University course and you are a University student.

PREREQUISITE(S)/COREQUISITE: PY2330

REQUIRED TEXT/RESOURCE MATERIALS:

- Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). **Abnormal Psychology (Canadian Edition)**. Pearson Education Canada Inc., Toronto, Ontario, Canada.
- Publication Manual of the APA will be on reserve in College Library

CALENDAR DESCRIPTION:

This course focuses on understanding the concepts and theories underlying assessment, diagnosis, and treatment modalities of various psychological disorders, with emphasis on the multimodal treatment approach.

CREDIT/CONTACT HOURS: 3 credits / 3 hours per week

DELIVERY MODE(S): Lectures, Discussions, & Video Conference

OBJECTIVES: This course introduces students to:

- the major theories, perspectives and concepts in the development of abnormalities and psychopathology
- the history and evolution of our understanding of psychological disorders
- the DSM classification system and criteria used to identify disorders
- classes of disorders such as personality, mood, and psychotic disorders, as well as, specific disorders such as borderline and narcissistic personalities, depression and bi-polar mood, and schizophrenia
- the relationships between psychological disorders and biological, personality, and social aspects
- the various school of thoughts on the development and causality of mental illness
- the methods of evaluation and assessment of abnormalities and psychological disorders
- the various methods of treatment of psychological disorders

LEARNING OUTCOMES: As a result of taking this course, students will be able to:

- define, describe, and evaluate the methods of assessment of normal and abnormal behaviours
- identify the critical periods and describe the historical evolution of our understanding of psychological disorders
- describe the DSM classification system and its general and specific criteria for diagnosing mental illness
- identify the advantages and disadvantages of using the DSM classification system
- identify broadly the diagnostic criteria for each class of psychological disorder/mental illness
- articulate how various theories and school of thoughts explain the development of mental illness
- identify and explain the relationships between mental illnesses and persons’ biological, personal, familial, and social aspects
- identify and explain the various treatment modalities for the various psychological disorders
- of the person of motivation: Hull, Maslow, McClellan, and others.

TRANSFERABILITY: UA (PSY239), UC, UL, AU, GMU, Canadian UC, Concordia UC, King’s UC

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability

GRADING CRITERIA:

Please note that Universities will not accept your course for transfer credit **IF** your grade is **less than C-**. This means **DO NOT GET LESS THAN “C-” IF YOU ARE PLANNING TO TRANSFER TO UNIVERSITY.**

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	66-69
A	4.0	90-94		C	2.0	63-65
A-	3.7	85-89		C-	1.7	60-62
B+	3.3	80-84		D+	1.3	55-59
B	3.0	75-79		D	1.0	50-54
B-	2.7	70-74		F	0.0	00-49

EVALUATIONS:

Exam 1	22%	
Exam 2	22%	
Final Exam	30%	
Research Essay	21%	Due on April 10 th
Attendance & Participation	5%	

* This is a research essay that addresses a topic or a question related to psychological disorders. This essay will be based on a minimum of 8 peer-reviewed articles and must be no less than 3000 words in length written in APA style. The nature, scope, and depth of each essay topic will be discussed in class in general terms and then with each student following the submission of an outline for the proposed research essay.

* Remember, all exams may include questions from lectures that may not be covered by your textbook.

STUDENT RESPONSIBILITIES:

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course will depend heavily practice exercises, attendance at all sessions is required and is critical to the student's success in the course. In case of illness or emergency, notify the instructor as soon as possible. If you find yourself having difficulty in this course, please contact the instructor immediately for assistance. If you simply want more discussion with the instructor about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

If a student is unable to attend an in-class test or quiz, the instructor must be advised before the test/quiz is administered. Voice mail or e-mail notification is fine. The test/quiz will usually then be written at a later time at the testing centre or pre-arranged location. Failure to notify the instructor of an absence will result in a grade of 0 on that test/quiz.

It is expected that all students will display a professional attitude and behaviour in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/>

Or the College Policy on Student Misconduct: Plagiarism and Cheating at <http://www.gprc.ab.ca/about/administration/policies/>

**Note: all Academic and Administrative policies are available on the same page.

Instructors reserve the right to use electronic plagiarism detection services on written assignments. Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Topics	Evaluation
Week 1	Chapter 1: Clinical Research, Classification and DSM	
Week 2	Chapter 4: Clinical Assessment	
Week 3	Chapter 2: Historical and Contemporary Views	

Week 4	Chapter 11: Personality Disorders	
Week 5	Chapter 7: Mood Disorders	Exam 1 22%
Week 6	Chapter 14: Psychotic Disorders	
Week 7	Chapter 14: Psychotic Disorders	
Week 8	Chapter 8: Somatoform & Dissociative Disorders	
Week 9	Chapter 13: Sexual Disorders	
Week 10	Chapter 6: Panic & Anxiety Disorders	Exam 2 22%
Week 11	Chapter 15: Cognitive Disorders	
Week 12	Chapter 5: Stress & Adjustment Disorders	
Week 13	Chapter 9: Eating Disorders	
Week 14	Chapter 10: Health Problems & Behaviour	
Final Exams Week	No Classes. Final Exam Period	E3 30% Ch 16 & 17 comprehensive Final Exam is scheduled by the Registrar Office

Additional Information

1. The format of each exam will be discussed in class.
2. Exam grades are final and there is no substitute work for your poor exam grade.
3. The nature and topics of your written paper will discussed in class
4. It is your responsibility to read each and every chapter and assigned reading (if any) and attend all lectures.
5. Lectures will not always cover material in your chapters. Lectures may cover topics and include materials that are not covered by your textbook. It is therefore imperative that you attend every class as your exams may include materials from the lectures that are not covered by your textbook.
6. It is expected that students will display a professional attitude and behaviour. These attitudes and behaviours are many and will be discussed in class. Any violation or misconduct may result in dismissal from the class.
7. Talk to me if you have concerns or you are experiencing difficulties that may have negative impact on your academic performance.