

WESTERN UNIVERSITY
LONDON CANADA

Department of Psychology
Fall 2026

Psychology 2310A Section 001
Psychopathology

1 Calendar Description

This theory course is designed to introduce the wide-ranging theories of psychopathology in adults. Topics will include the major DSM diagnostic categories, as well as research and treatment. The course orientation is empirical, with an emphasis on recent research findings with this population.

Antirequisites: Psychology 2030A/B, Psychology 3310F/G, Psychology 3311

Antirequisites are courses that overlap sufficiently in content that only one can be taken for credit. If you take a course that is an antirequisite to a course previously taken, you will lose credit for the earlier course, regardless of the grade achieved in the most recent course.

Prerequisites: A grade of at least 60% in 1.0 credits of Psychology at the 1000 level.

2 lecture hours; 1 tutorial hour; Course Weight: 0.5

Unless otherwise stated, students are responsible for ensuring that they have successfully completed all prerequisites prior to enrolling. Where prerequisites have not been met, the instructor may require the student to withdraw from the course. In accordance with Western policy, this decision is not subject to appeal.

In the event of a discrepancy between this outline and Senate or University policies, the latter shall prevail. The instructor reserves the right to modify elements of this course outline for pedagogical or operational reasons. Any such changes will be communicated to students in a timely manner.

2 Course Information

Instructor: Ian R. Nicholson
Phone: 519 476-7031
Office Hours: By appointment through Zoom
Email: inichols@uwo.ca

Teaching Assistants: TA information
Office: TA information
Office Hours: TA information
Email: TA information
Time and Location of Lectures:

Teaching Assistants			
Tutorial Sections (Location)	002 & 003 (UCC 59)	004 & 005 (UCC 61)	006 & 007 (UCC 1225)
Email			

Students must have a reliable internet connection and computer that are compatible with online learning system requirements.

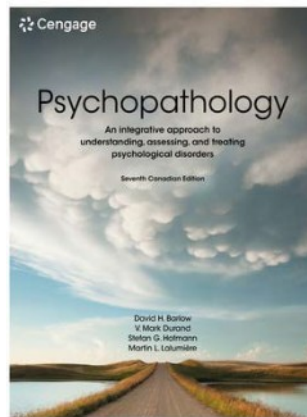
3 Course Materials

Title: Psychopathology: An Integrative Approach to Understanding, Assessing, and Treating Psychological Disorders (Seventh Canadian Edition)

Authors: Barlow, D. H., Durand, V. M., Hofmann, S. G., & Lalumière, M. L.

Year: 2024

Cost:



Cengage also offers an online learning support tool, MindTap, bundled with the textbook for use to support learning the course material. It is not required for the course and you can purchase the textbook, either as a physical book or as an e-book from the bookstore but MindTap is only available when it is purchased as an e-book.

Every year I am asked by students such questions as *"I have a copy of a book by the same name but with different authors, is that good enough?"*, *"I have a copy of an earlier edition, is that good enough?"*, or *"I have a copy of the American version of the text, is that good enough?"*.

To be honest, I don't know if it is *"good enough"*. I am not familiar with these texts. I can tell you that the course (and the midterm test/final exam) are based in the material in this edition of this textbook by these authors. I don't know if other versions will prepare you for the midterm test and final exam. My guess is that some material is the same and some is unique. I can't tell what part of the midterm test and final exam, however, is unique to this specific version of this text compared to another text or earlier version. Sorry I can't be more help. I know texts are expensive so please be careful if buying a used textbook.

Relying on the wrong textbook is **not** considered grounds for accommodation for a midterm test or final examination.

4 Course Objectives and Learning Outcomes

The following table outlines the course learning outcomes and how they are assessed.

Learning Outcome	Learning Activity	Assessment
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Depth and Breadth of Knowledge - Describe key concepts, principles, and overarching themes relevant to psychopathology - Recognize the general diagnostic features of some adult psychological disorders within the DSM-5-TR - Identify concepts and current states of knowledge of psychopathology based on scientific research - Develop critical thinking skills about clinical psychology	Lectures, tutorials, required textbook readings	Midterm test, Final exam, Class discussions
Knowledge of Methodologies - Evaluate the appropriateness of different research methods to address questions about psychopathology - Apply DSM-5-TR criteria to provide the most plausible diagnosis for a set of psychological symptoms.	Lectures, tutorials, required textbook readings	Midterm test, Final exam, Class discussions
Application of Knowledge Engage in critical scholarly discussion on psychopathology using evidence to support claims, and apply psychological principles to the understanding of everyday problems	Lectures, tutorials, required textbook readings	Midterm test, Final exam, Class discussions
Awareness of Limits of Knowledge Differentiate between emotional/behavioural states that are diagnosable versus not diagnosable	Lectures, tutorials, required textbook readings	Lectures, tutorials, required textbook readings

5 Evaluation

Midterm Test (42% of final grade) – 4 November 2026 (written in class – UCC 146)

Content of midterm test: The midterm test will consist of a maximum of one hundred (100) multiple choice questions and will reflect material from textbook chapters 1, 3, 4, 5, 7 (pages 198-208), 8, and 14 as well as the lectures (including videos) from 9 September 2026 through 28 October 2026. There will be approximately an equal number of questions from each week of the course. The test will be 100 minutes long.

Unable to write a midterm test: If you are unable to take a test as scheduled, you must obtain permission from your academic dean via your Academic Counsellor order to make up the test. See “Section 10 *Absence & Academic Consideration*” for information on seeking accommodations.

Unable to write the makeup test: If you are unable to take the makeup test as scheduled, you must obtain permission from your academic dean via your Academic Counsellor order to attempt to schedule make up test on another date. See “Section 10 *Absence & Academic Consideration*” for information on seeking accommodations. There is no date scheduled for subsequent makeup tests. In such a situation, it is each student’s responsibility to contact the

Teaching Assistant for their section of the course to arrange the date and time of their makeup test.

If the midterm mtest (or its makeup test) are not completed, a grade of 0 will be assigned. The Final Exam (or other course components) will **NOT** be reweighted if the midterm test is missed.

Students may **NOT** use self-attestation for the midterm test or the makeup test.

Please note: It is the policy at Western that neither the instructors nor the teaching assistants are not permitted to receive documentation directly from a student, whether in support of an application for medical grounds, or for other reasons. All documentation required for absences must be submitted to the Academic Counselling Office of a student's home faculty. Once the verification of your eligibility for a makeup test has been received from your Academic Counsellor, a student will be added to the list of those who will be provided (after the midterm test has been written) for a make-up test.

Final Exam (34% of final grade) – *date/time to be determined by Registrar*

Content of final exam: The final exam will consist of a maximum of eighty (80) multiple choice questions and will reflect material from textbook chapters 9, 12, 13, 15, and 16 as well as the lectures (including videos) from 11 November 2026 through 9 December 2026. There will be approximately an equal number of questions from each week of the course. The test will be 90 minutes long.

Do not make plans for travel during the final exam period (*11 December 2026 until 22 December 2026*) until you know when your final exams will be.

Exam conflicts: If you have a conflict, please contact your Academic Counsellor at your Home Faculty. Only then can arrangements be made for you to write your examination. The date for the make-up examination will be set after the Registrar sets the date for the final examination for this course.

Unable to write or missed a final exam: If you cannot write an examination in the regular period, you may request from the Dean's Office of your Academic Faculty the privilege of writing a special examination at a later date. This privilege is based on compassionate, medical, or religious grounds with the appropriate supporting documents.

Students may **NOT** use self-attestation for the final exam or the makeup exam.

For more information on the Midterm Test, Final Exam, and Practice Tests, students should read the "Section 13: *FAQ on Midterm Test, Final Exam, and Practice Tests*" at the end of the syllabus.

Tutorial Attendance (8% of final grade)

Student attendance at, and participation in, course tutorials will constitute 8% of the final grade. The grade will reflect attendance at the tutorials, their thoughtful contributions to the discussion, and the extent to which they pay respectful attention to the Teaching Assistant and the group discussion. Each student's contributions should show critical thinking and that they have read, and thought about, the assigned readings for both the lecture and tutorial that week. To reduce the need to seek requests for academic considerations for missed coursework, the lowest tutorial grade will automatically be dropped (i.e., only 8 of 9 tutorial grades will be included in the calculation of the final grade).

In-Class Quizzes (16% of final grade)

There will be online quizzes held in the last 10 minutes of each lecture for 10 lectures (not for the first lecture). The quiz will consist of a question related to that day's lecture and must be answered before students leave the class (students are expected to have a laptop or device with Brightspace access during class). The lowest 2 quiz scores will be dropped as a built-in accommodation for missed lectures. Therefore, there will be absolutely NO accommodations for missed in-class quizzes.

Please Note: Slides will be posted for each lecture within 24 hours before the lecture. I cannot provide supplemental notes for classes you are unable to attend. I strongly recommend that you get the names, phone numbers, and e-mail addresses of at least 3 people in this course. That way, if you should miss a class, you would have several people to contact from whom you might be able to get notes, etc.. I suggest that, if you do miss class, you get the notes, go over those notes and the corresponding material in the text, and then email me if you have any further questions.

The evaluation and testing formats for this course were created to assess the learning objectives as listed in "Section 4: *Course Objectives and Learning Outcomes*" and are necessary for meeting these learning objectives. All evaluations listed in this course outline are required components of the course and together account for 100% of the final grade. Weightings and assessment formats may be adjusted where required to support course learning objectives, with appropriate notice to students.

Policy on Missing Coursework

Midterm Test: Once the verification of eligibility for makeup test has been received from your Academic Counsellor, a student will be added to the list of those who will be provided a make-up test (after the midterm test has been written).

Final Exam: Once the verification of your eligibility for a makeup exam has been received from your Academic Counsellor, a student will be added to the list of those who will be provided a make-up exam (after the final exam has been written).

Tutorial Attendance: The lowest tutorial grade will automatically be dropped (i.e., only 8 of 9 tutorial grades will be included in the calculation of the final grade). Therefore, there will be absolutely NO accommodations for not attending a tutorial.

In-Class Quizzes: The lowest 2 in-class quiz scores will be dropped as a built-in accommodation for missed lectures. Therefore, there will be absolutely NO accommodations for missed in-class quizzes.

Students who encounter extenuating circumstances affecting their academic responsibilities may submit a request for academic consideration in accordance with Western University's Academic Consideration policies. Requests must be submitted through the [Student Absence Portal](#) and may require supporting documentation.

Course grades within the Psychology Department are expected to be distributed around the following averages:

70%	1000-level to 2099-level courses
72%	2100-2999-level courses
75%	3000-level courses
80%	4000-level courses

In the event that course grades are significantly higher or lower than these averages, instructors may be required to make adjustments to course grades. Such adjustment might include the normalization of one or more course components and/or the re-weighting of various course components.

Policy on Grade Rounding

Course grades are rounded to the nearest whole number. No additional assignments will be offered to enhance a final grade. Requests to change a grade because it is needed for a future program will not be considered.

6 Assessment/Evaluation Schedule

Midterm Test (4 November 2026): 42% of final grade
Final Exam (date to be determined): 34% of final grade
Tutorial Attendance (weekly): 8% of final grade
In-class quizzes (weekly): 16% of final grade

7 Class Schedule

Week 1 – What is a Psychologist? – *NO tutorial or in-class quiz this week*
9 September 2026
Chapter 1 - *"Abnormal Psychology in Historical Context"*

Week 2 – Research in Psychopathology
16 September 2026
Chapter 4 - *"Research Methods"*

Week 3 – Clinical Assessment and Diagnosis
23 September 2026
Chapter 3 - *"Clinical Assessment and Diagnosis"*

Week 4 – **National Day for Truth and Reconciliation**
30 September 2026 - *NO lecture, tutorial, or in-class quiz this week*
September 30 is recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries. September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of ‘Truth and Reconciliation’ as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it.

Week 5 – Affective Disorders
7 October 2026
Chapter 8 - *"Mood"*

Reading Week – *NO lecture, tutorial, or in-class quiz this week*
14 October 2026

Week 6 – Anxiety and Related Disorders
21 October 2026
Chapter 5 - *"Anxiety"*

Week 7 – Schizophrenia and Dissociative Disorders

28 October 2026

Chapter 7 – *“Trauma and Dissociation”*

Dissociative Disorders section (pages 198-208) **ONLY**

Chapter 14 – *“Psychosis”*

Week 8 – **Midterm Test** – *NO lecture, tutorial, or in-class quiz this week*

4 November 2026

Midterm Test is written in the classroom

Week 9 – Disorders of Control

11 November 2026

Chapter 12 – *“Substance Use and Impulse Control”*

Week 10 – Disrupted Daily Living

18 November 2026

Chapter 9 – *“Eating”*

Week 11 – Personality Disorders

25 November 2026

Chapter 13 – *“Personality”*

Week 12 – Disorders and the Age Spectrum – Childhood

2 December 2026

Chapter 15 – *“Neurodevelopment”*

Week 13 – Disorders and the Age Spectrum – Old Age – *NO tutorial this week*

9 December 2026

Chapter 16 – *“Aging and Neurocognition”*

8 Academic Integrity

Scholastic offences are treated seriously at Western University. Students are expected to understand and comply with the University’s standards of academic integrity. Scholastic offences may result in penalties up to and including expulsion from the University. Please read [Western’s Scholastic Offences](#) policy for definitions and examples of Scholastic offences.

Statement on Use of Electronic Devices

Electronic devices will be allowed during class but are NOT allowed during the midterm tests or final examination.

Use of AI

Responsible use of artificial intelligence (AI) tools is **permitted** in this course as a support for learning, not as a substitute for critical thinking or scholarly work. All use of artificial intelligence tools must comply with Western University’s academic integrity standards.

Students may use AI tools (e.g., ChatGPT, Claude, Copilot) for:

- Brainstorming ideas or refining research questions
- Improving clarity, grammar, or organization
- Preliminary or background exploration of topics

AI must not be used to:

- Generate full drafts or final versions of assignments
- Replace analysis, interpretation, or synthesis
- Fabricate, misrepresent, or cite sources that the student has not independently consulted
- Bypass engagement with course materials

You are ultimately responsible for all work submitted under your name. AI output should be critically evaluated, substantially revised, and integrated thoughtfully, not copied verbatim.

All written assignments must include a brief AI Usage Statement, indicating:

- Which tools were used (if any)
- The purpose for which they were used
- How the output was modified and incorporated

Assignments submitted without an AI Usage Statement will not be accepted. Misuse of AI or failure to disclose its use may constitute a scholastic offence and will be addressed in accordance with Western University's academic integrity policies. Students are responsible for ensuring that all work complies with Western's scholastic integrity standards.

Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams will be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

9 Academic Accommodations and Accessible Education

Western University is committed to providing an accessible learning environment. Students with disabilities or medical conditions requiring accommodation are encouraged to contact Accessible Education as early as possible. Accommodations will be implemented in accordance with University policy. Please review [Western's policy on academic accommodations](#) for student with disabilities. Accessible Education provides supports and services to students with disabilities at Western. If you think you may qualify for ongoing accommodation that will be recognized in all your courses, visit [Accessible Education](#) for more information. Email: aeu@uwo.ca Phone: 519 661-2147

10 Absence & Academic Consideration

Please review Western's policy on [Academic Considerations](#):

11 Other Information

Helpful Websites

- Western's academic policies are available at the [Office of the Registrar](#).
- Departmental policies are available at the [Psychology Department website](#).
- Learning supports available at [Learning Development & Success](#).

Well-being

Western University provides a range of supports to promote student well-being. Students are encouraged to seek assistance when needed. Students who are in emotional/mental distress should refer to [Health and Wellness at Western](#) for a complete list of options about how to

obtain help. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

Grade Appeals

If you wish to appeal a grade, please read the [policy documentation](#) on requests for relief. Please first contact the course instructor. If your issue is not resolved, you may make your appeal in writing to the Undergraduate Chair in Psychology (psyugrd@uwo.ca).

Copyright Statement

Lectures and course materials, including PowerPoint presentations, outlines, videos, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute any course materials publicly and/or for commercial purposes without the instructor's written consent.

12 Land Acknowledgement

We acknowledge that Western University is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. This land continues to be home to diverse Indigenous Peoples (First Nations, Métis, and Inuit) whom we recognize as contemporary stewards of the land and vital contributors of our society.

13 FAQ on Midterm Test, Final Exam, and Practice Tests

This section of the syllabus is based on frequently asked questions I have gotten over the years about the midterm test, final exam, and the practice tests.

Q: I don't see anything on the syllabus about the **practice tests**. How do they affect my grade?

A: The online practice tests are, just as their names suggest, for practice only. You do not need to do them. They are simply there to help you prepare for the midterm test and final exam. They are written to be in the style and level of detail necessary for the midterm test and final exam.

Many people do these practice tests, but many don't, and that's OK. However, an analysis we have done on student grades has demonstrated that students who do them, on average, have higher grades on the tests.

Q: I am looking for the **practice tests** but don't see them posted.

A: To try and make certain that the questions match the level of detail of the actual tests, we develop the practice tests after developing the actual tests. So, they are often not available until the week before the actual test. They are based on the textbook materials and do not include questions from the lecture.

Q: The **practice questions seem easier** than the real questions on the midterm test and exam. There were questions on the midterm test/final exam that were not reflected in the practice content. Is that fair?

A: Believe it or not, this is common across almost all tests and exams. Even when practice questions are based on unused test questions (so are expected to be the same as the actual questions) or if they are old questions from earlier tests, they will often **appear** easier.

There is something about taking the practice questions that is less pressure and, apparently, causes the questions to appear easier. Also, while the practice questions were chosen to give students an idea of the depth of knowledge required, they can't cover all the content the questions on the midterm tests and final exam will cover (if that were the case, we would just be assessing your ability to memorize practice questions). I promise, the practice questions are chosen to be similar in breadth and depth of textbook knowledge required as the actual midterm test and the final examination.

Q: Do I need to know **names** (or dates, research, numbers, material in the boxes, etc.) for the midterm test and final exam?

A: Every year, I am asked some variant of this question about the midterm test and final exam. My response is that I don't answer these questions. Unfortunately, over the many years I have taught similar courses I have tried to answer such questions and routinely have run into problems. I have tried in different ways and, with each way, I find myself causing problems for myself and, more importantly, for the students.

I think the better question, that really underlies a lot of these questions, is *"What level of detail do I need to know to best study for the midterm tests or final exam?"*.

The best way I have found to answer this question is not to answer directly but, instead, direct people to the practice tests. The questions on those practice tests are similar in the level of detail that you are expected to answer.

Interestingly, when writing questions about a test, the question can look as if you "need to know" something that is simply put in the question that helps the test-taker recall the material but is not "needed" to know.

There is a related, interesting issue when writing questions. For those who write test questions, it is referred to as "teaching in the stem". If you give more information in the stem, some students will benefit from the added direction that the additional information provides. Other students, however, will be slowed because they must read more that they don't need to answer the question.

For example, I could write a question as:

"Nicholson and Nicholson's (2015) research on twin pairs with dyslexia has shown that genetic factors make up:"

or I could ask:

"Research on twin pairs with dyslexia has shown that genetic factors make up:"

or I could ask:

"Genetic factors for dyslexia make up:"

All three of these examples are looking for the very same information. Each question would have the same 4 options and the same correct answer. However, the way each version of the question is worded varies in the amount of additional context that is provided and may make the question easier to answer (although they make it longer to read). In this instance, you don't **need to know** Nicholson and Nicholson's 2015 research study, you only **need to know** the approximate amount that dyslexia is determined by genetic factors. But, if you *do know* the Nicholson and Nicholson (2015) study, the question might be easier for you. The

additional information in the longer version of the question provides more “hints” to assist in recall of basic information.

Sorry I can't be more direct in my responses. I realize that it is likely disappointing to those wanting more specific direction.

Q: I don't see **some of the textbook chapters** (e.g., chapter 17) on the listing for the midterm test or the final exam. Where are they?

A: They are not on either of the test or on the final exam. Due to the length of the course, we can't cover everything from the textbook. I once tried to work in all the chapters in the textbook, but it became more disjointed and difficult for students. I have narrowed required material over the years and, this term, many chapters are, unfortunately, not included. However, if you find the material in the course interesting, I would strongly suggest reading these other chapters as well. There is a great breadth to what we know about psychopathology and only some of that can be taught in a course at this level.

Q: You show a number of **videos** in class. Where can I access them online so I can review them in my studying?

A: I do not provide access to the videos outside of the lectures. The questions that are based on the lectures will include questions based on the videos. However, the depth of knowledge that is assessed in those questions is based on the knowledge that students' only exposure to the videos will be what they see in class. If I were to post the videos for students to review after the lecture, then I would expect students to have a greater detailed knowledge of those videos. The questions would then be based on that greater detailed knowledge. Instead, I do not make the videos available outside of class and write the questions based on that expected level of knowledge.

Q: You post the **PowerPoint slides** with a lot of information on them. Is it sufficient to study only from the slides?

A: The slides are the skeleton for the slides only. Some questions will be based on the information in the slides, some on what is said in the lectures, and some on the videos shown in class. Please do not assume that studying the slides is all that you need to study for the midterm test and the final exam.