

Psych 257: PSYCHOPATHOLOGY
Tuesday & Thursday 2:30-3:50pm
Arts Lecture Hall (AL), Room 116
Winter 2013

Instructor:

Dr. Allison Kelly

Assistant Professor, Department of Psychology
Office: PAS 3034 Tel: 519-888-4567 x 33983

Instructor Office Hours:

Tuesdays 4:00-5:00pm
and by appointment

Teaching Assistants and Office Hours:

NOTE: All TAs are available to meet during
their office hours AND by appointment

Shauna Bottos
Office: PAS 3029
Office Hours: Thursdays, 12:30-1:30pm

Jenna Dawson
Office: PAS 3213
Office Hours: Wednesdays, 10-11am

Susanna Gehring Reimer
Office: PAS 3030
Office Hours: Thursdays, 10:30-11:30am as of
February; by appointment in January

Ivana Lizdek
Office: PAS 3033
Office Hours: Tuesdays, 10-11am

- There will be a discussion forum on the course website in LEARN where we will respond publicly to all course-related questions that are posted.
- **Please post all course-related questions on the discussion forum** as it is likely that other students in the class have similar questions and this forum gives us the opportunity to reach the entire class.
- All lecture notes will be posted, in advance, on LEARN.
- Check LEARN regularly for course-related updates and announcement (will be posted under News).

Required Text:

Barlow, D.H., Durand, M.V., & Stewart, S.H. *Abnormal Psychology: An Integrative Approach, Third Canadian Edition*. Toronto: Nelson Publishing.

This required textbook is available for purchase at the campus bookstore. Please note that this is the **third edition** (2012), not the second edition used in previous years. There have been substantial changes made to the new edition that will improve the course, so it is not advisable to use the second edition as you will miss important content.

Course Content:

This course offers an introduction to understanding, defining, assessing, and treating mental illness from a psychological perspective. Course material will focus primarily on adult disorders, although there will be some discussion of disorders of childhood. We will examine various categories of abnormal behaviour (e.g., anxiety, mood, and eating disorders) as well as clinical methods including assessment, diagnosis, and intervention. In the tradition of the scientist-practitioner model, *empirically-supported* models of psychopathology and treatment will be emphasized, as will the interplay between clinical research and practice.

Primary Learning Outcomes:

By the end of this course, students will be able to:

- Define abnormal behavior and mental disorders in multiple ways
- Describe with increased empathy the experience of living with a mental disorder.
- List symptomatic criteria for diagnosis of mental disorders, including anxiety disorders, dissociative disorders, somatoform disorders, personality disorders, substance related disorders, sexual and gender identity disorders, mood disorders, schizophrenia, disorders of childhood and adolescence, and eating disorders.
- Differentiate between disorders based on presentation of symptomatic criteria.
- Compare and contrast origins of mental disorders from multiple theoretical perspectives, as discuss the empirical evidence for each perspective.
- List and describe treatments commonly used for mental disorders, and discuss the empirical evidence for and against different treatments' utility.
- Define ethical and legal aspects of treatment of mental disorders.

Course Format and Structure:

Course material will be delivered via lecture and supplemented by clinical case material, film clips, and, occasionally, guest speakers. While some portion of the lecture material will be drawn from the textbook, each lecture will also include a range of material that is not in your textbook – material which you will be responsible to know and upon which you will be evaluated.

Evaluation:

Your grade for the course will be based on the following:

1. **Two Midterm Tests - non-cumulative and multiple choice** – will be administered during class time. Each midterm is worth 30% of your final grade.

Test 1	Tuesday, February 5, 2013	(30%)
Test 2	Thursday, March 7, 2013	(30%)

2. **Final Exam** – Date/time and location to be announced (administered during the university's final exam period). Additional information about the final exam will be given in the class. The final exam is worth 40% of your final grade.

Final Exam	Date/Time/Location TBA	(40%)
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Important Administrative Details Regarding Correspondence:

It is the student's responsibility to check the UW-ACE website and email regularly for important or time-sensitive messages. Students should use their UW accounts for all email correspondence to UW personnel for reasons such as identification, reliability and security. If an alternate account is used, change your email address on QUEST to the one that you want posted on the University Directory, or activate your UW account and forward your email from your UW account to your alternate email address.

The Official Version of the Course Outline

If there is a discrepancy between the hard copy outline (*i.e., if students were provided with a hard copy at the first class*) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Accommodations for Students with Disabilities

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies ([*Myra Fernandes*](#) from July 1, 2012 through June 30, 2014) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Myra Fernandes
Email: mafernan@uwaterloo.ca
Ph 519-888-4567 ext 32142

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Academic Integrity, Academic Offenses, Grievance, and Appeals

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Further details: <http://www.uwaterloo.ca/academicintegrity/>]

Discipline: A student is expected to know what constitutes academic integrity [<http://www.uwaterloo.ca/academicintegrity/>], to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about 'rules' for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 - Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline [<http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>].

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 [<http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>]. In addition, consult <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts' grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals [<http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>].

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academic-integrity/>

Important Information Regarding Missing Tests and Exams

1. If you cannot write one of the midterm tests because of compelling medical, religious, or compassionate reasons, and you require a makeup test date, please do your best to contact the instructor prior to the date of the test(s).

2. *Make-up tests will not be considered in the absence of a documented medical, religious or compassionate (i.e. family emergency) reason, submitted within one week following the due date, **with no exceptions**.* The instructor maintains full discretion in assessing whether reasons qualify as compassionate or not. Please note that make-up tests may be in essay format rather than multiple choice format.

Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) DUE TO ILLNESS should do the following:

- Seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form: http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- Submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, a deferred final examination is written the next time that the course is taught. Although not compelled to do so, instructors may use their discretion to schedule make-up examinations at a mutually agreed upon date and time earlier than specified. Students in Faculties/schools that advance students from term to term by cohort may have to schedule make-up examinations earlier than specified when deferred examinations are granted.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

IN THE CASE OF BEREAVEMENT, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Outline of Dates and Topics:

Date	Topic	Chapter
Jan 8	Welcome and Introduction to Course	
Jan 10	Abnormal Behaviour in Historical Context	1
Jan 15	An Integrative Approach to Psychopathology	2
Jan 17	Clinical Assessment, Diagnosis, and Therapy	3
Jan 22	Research Methods	4
Jan 24	Anxiety Disorders (Part 1)	5
Jan 29	Anxiety Disorders (Part 2)	5
Jan 31	No Class	
Feb 5	MIDTERM #1 (30%) – Multiple choice questions covering chapters 1-5 in the textbook, all lecture material from Jan 8 to Jan 29 (inclusive)	
Feb 7	Eating Disorders	8
Feb 12	Mood Disorders (Part 1)	7
Feb 14	Mood Disorders (Part 2)	7
Feb 19	No Class – Reading Week (Feb 18 – 22)	
Feb 21	No Class – Reading Week (Feb 21 – 22)	
Feb 26	Substance Related Disorders	11
Feb 28	Sexual Disorders – <i>Guest lecture by Tuuli Kukkonen, Ph.D., C.Psych.</i>	10
Mar 5	No Class	
Mar 7	MIDTERM #2 (30%) – Multiple choice questions covering chapters 7, 8, 10 & 11 in the textbook, all lecture material from Feb 7 to Feb 28 (inclusive)	
Mar 12	Schizophrenia and Other Psychotic Disorders	13
Mar 14	Mental Health and the Law – <i>Guest lecture by Ewa Krajewska, B.C.L./L.L.B.</i>	16
Mar 19	Developmental Disorders	14
Mar 21	Personality Disorders (Part 1)	12
Mar 26	Personality Disorders (Part 2)	12
Mar 28	Self-Attitudes and Psychopathology (Part 1)	TBA
April 2	Self-Attitudes and Psychopathology (Part 2) and Exam Review	TBA
April 4	Applying to Graduate School in Clinical Psychology	n/a
	FINAL EXAM (40%) – Multiple choice questions covering chapters 12, 13, 14, and 16, all lectures from March 12 to April 2 (inclusive), and any additional readings assigned during this period	

Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[INSTRUCTIONS/DATES/DEADLINES: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program is available at:

[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). **You must contact Jenna Dawson, one of the TAs for this course, to get approval for the article you have chosen before writing the review.** Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances. Submit your article via email to Jenna Dawson.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.