**Psych 257 – Spring 2016**

**Psychopathology**

**6:30-8:50pm, Arts Lecture Hall (AL) 113**

# Instructor and T.A. Information

Instructor: Anna Polotskaia

Office: STJ 1026

Office Hours: Wednesday 4:30—5:30 pm and/or by appointment

Email: [anna.polotskaia@gmail.com](mailto:anna.polotskaia@gmail.com)

|  |  |  |  |
| --- | --- | --- | --- |
| T.A. | Jenna Dawson | Robin Mazumder |  |
| Email | j4dawson@uwaterloo.ca | robin.mazumder@uwaterloo.ca |  |

To set up a meeting with Dr. Polotskaia outside of the office hours, please email her at the address above.

Your course TAs are Jenna and Robin. Their information is listed above. Please try to avoid emailing the TAs if you have any specific course-related and administrative questions; rather start with posting any administrative or content-related questions you have about the course directly on our LEARN Discussion Board, which both Dr. Polotskaia and the TAs and will monitor daily.

In addition to the Discussion Forum on LEARN, the TAs represent your first point of contact for any course related questions you have, including assistance you may need with the course material. Their email addresses are listed above.

# Course Description

This course offers an introduction to understanding, defining, assessing, and treating mental illness from a psychological perspective. Course material will focus will cover adult psychopathology, and some 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.

# Course Goals and Learning Outcomes

Upon completion of this course, students should be able to:

* Describe with increased empathy the experience of living with a mental disorder.
* Define abnormal behavior and mental disorders in multiple ways
  + Compare and contrast origins of mental disorders from various theoretical perspectives.
  + Discuss the empirical evidence for each theoretical perspective.
* Classify psychiatric symptom presentations based on DSM criteria
  + List symptomatic criteria for diagnosis of mental disorders.
  + Differentiate between disorders based on presentation of symptomatic criteria.
* Describe and critique treatments commonly used for mental disorders.
  + List the most commonly used treatment approaches for a given disorder.
  + Discuss the empirical evidence for and against different treatments' utility.

# Required Text

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

**Class format:** There are two sources of material for the course: the textbook and the lectures. The lectures will focus on specific topics and are not meant to provide coverage of all material in the text. Lectures will elaborate and build upon the text material. It is recommended that you attend the lectures and complete the readings beforehand. During lectures I will often use video clips to illustrate key features of psychological disorders.

**Course Requirements and Assessment**

Your grade for the course will be based on three non-cumulative, multiple choice exams:

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Date of Evaluation** | **Weighting** |
| Exam 1 | Tuesday, May 30th, 2016 (in class) | 30% |
| Exam 2 | Tuesday, June 28th, 2016 (in class) | 30% |
| Exam 3 | Tuesday, July 19th, 2016 (in class) | 25% |
| Discussion Boards | Weekly (1 point each discussion) | 11% |
| SONA Research | Research Participation | 4% |

**Exam 1:** Multiple choice questions covering chapters 1, 3, 4, 5, 16 in the textbook, and all lecture material from May 02 to May 23 inclusive.

# Exam 2: Multiple choice questions covering chapters 7, 8, 9, 10, 14, 15 in the textbook, and all lecture material from May 31 to June 21 inclusive.

# Exam 3: Multiple choice questions covering chapters 11, 12, 13 in the textbook, all lecture material from June 28 to July 19 inclusive.

Discussion Board Questions: Questions related to each class will be posted on LEARN after each class. You are required to post your thoughts/reflections based on topics covered in the lecture and assigned readings prior to the next class.

Research Experience: Experiential learning is considered an integral part of the undergraduate program in Psychology. Please review the research participation guidelines at the end of this document.

# Course Outline

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Readings** |
| 1 | May 03 | Welcome and Introduction to Course  Abnormal Behaviour in Historical Context | Chapter 1 |
| 2 | May 10 | Clinical Assessment, Diagnosis, and Therapy  Mental Illness | Chapter 3  Chapter 16 |
| 3 | May 17 | Research Methods | Chapter 4 |
| 4 | May 25 | Anxiety Disorders | Chapter 5 |
| 5 | May 31 | **Exam 1 - 1 hour (Chapter 1, 3, 4, 5, 16) /**  Mood Disorders | Chapter 7 |
| 6 | June 07 | Mood Disorders  Eating Disorders | Chapter 7  Chapter 8 |
| 7 | June 14 | Health Psychology | Chapter 9  Chapter 10 |
| 8 | June 21 | Neurodevelopmental and Neurocognitive Disorders | Chapter 14  Chapter 15 |
| 9 | June 28 | **Exam 2 - 1 hour. (Chapter 7, 8, 9, 10, 14, 15)**  Schizophrenia and Other Psychotic Disorders | Chapter 13 |
| 10 | July 5 | Addictions and Impulse Control Disorders | Chapter 11 |
| 11 | July 12 | Personality Disorders | Chapter 12 |
| 12 | July 19 | Exam 3 (Chapters 11, 12, 13)  Graduate School |  |

# **Research Experience**

**Research: 4%** 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 up to 4% of their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% for a maximum grade of 100%).

**Be sure to review the guidelines referred to later in this document.** 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](https://uwaterloo.ca/research-experiences-group/participants/sona-information)

*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 in general is available at: [REG Participants' Homepage](https://uwaterloo.ca/research-experiences-group/participants).

**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 your instructor 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](http://www.quest.uwaterloo.ca/undergraduate/dates.html)**. Late submissions will NOT be accepted under ANY circumstances.**
* 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 it is misplaced.

**Missing Tests (Quizzes)**

If you cannot write one of the 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). 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.

***Missing tests due to illness***

If you are requesting accommodation DUE TO ILLNESS, you should:

* Seek medical treatment as soon as possible
* Submit a completed UW Verification of Illness Form to the instructor within 48 hours: [healthservices.uwaterloo.ca/Health\_Services/verification.html](http://www.healthservices.uwaterloo.ca/Health_Services/verification.html)
* 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.

***Missing tests due to bereavement***

If you are requesting accommodation DUE TO 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. In the case of a missed final exam, a deferred final examination is written the next time that the course is taught.

**Late submissions:** Late submissions will not be accepted. Submissions are electronic and therefore will have a time on it.

# Electronic Device Policy

Cell phones must be turned off and put away during lectures. Laptops are permitted but please give some thought to whether it is helping, versus distracting from, your learning and that of others.

# Attendance Policy

Students are expected to attend all classes unless there is compelling medical, religious, or compassionate reason. If a student misses a class, it is his/her responsibility to obtain notes from a classmate.

**Important Information**

**Academic Integrity:** To maintain a culture of [Academic Integrity](https://uwaterloo.ca/academic-integrity/), members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. If you haven’t previously completed the Academic Integrity Tutorial, please do so here: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

[Academic Integrity Office (UW):](https://uwaterloo.ca/academic-integrity/) A resource for students and instructors. Further information on “*How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors*” can be found at <http://subjectguides.uwaterloo.ca/plagiarism>.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](http://www.sju.ca/sites/default/files/Board_of_Governors/Student%20Discipline_20131122-SJUSC-Approved.pdf). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 Policy 71 – Student Discipline.](https://uwaterloo.ca/secretariat-general-counsel/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. Students who decide to file a grievance should refer to [University of Waterloo Policy 70 (Student Petitions and Grievances)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). For more information, students should contact the Associate Dean of St. Jerome’s University.

**Appeals:** A student may appeal the finding and/or penalty in a decision made under the St. Jerome’s University Policy on Student Discipline or University of Waterloo Policy 70 (Student Petitions and Grievances) if a ground for an appeal can be established. In such a case, read [St. Jerome's University Policy on Student Appeals](http://www.sju.ca/sites/default/files/Board_of_Governors/Student%20Appeals_20131122-SJUSC-Approved.pdf).

**Note for Students with Disabilities:** The [AccessAbility Services (AS) Office](https://uwaterloo.ca/disability-services/), 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. Please consult the AccessAbilty Services guidelines for required accommodations: <https://uwaterloo.ca/disability-services/>.

**Policy regarding rescheduling, late submissions and illness**

* Students are entitled to a rescheduling of exams based on religious grounds. Please notify your instructor at least two weeks prior the test if you will miss a test/group assignment based on religious grounds.
* Students are entitled to a rescheduling of tests or an extension of deadlines for legitimate medical or compassionate reasons.
* In case of illness the student must have The University of Waterloo [Verification of Illness Form](https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness) completed by the Waterloo Health Services or the family physician. [Health Services](https://uwaterloo.ca/health-services/) provides primary medical care for all registered University of Waterloo students.
* If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed. If a student takes the exam while ill, the grade stands.

**Exceptions:** Exceptions will made be for unforeseeable circumstances.

* Evidence of such circumstances must be provided to the instructor in the form of supporting documentation from an appropriate source (Verification of Illness Form, Police Report etc.). Please notify your instructor ASAP if those circumstances arise, whenever possible within 48 hours.
* Any student missing a test with a valid reason must write a make-up exam, which may differ in format from the original. If you miss a presentation for a valid reason, an alternative assignment will be assigned.