

Psychology 257: Psychopathology
Tuesday & Thursday 2:30-3:50pm
Arts Lecture Hall (AL), Room 116
Winter 2011

Instructor:

Dr. Uzma Rehman

Assistant Professor, Department of Psychology

Office: PAS 3015

Phone: (519) 888-4567 x38361

Instructor Office Hours:

Thursday 1:00-2:00pm and by appointment

Teaching Assistants and Office Hours:

Jen Aquino

Office: PAS 3213

Office Hours: Wednesday 1-2pm and by appointment

Tania Bielak

Office: PAS 3214

Office Hours: Friday noon-1pm and by appointment

Ivana Lizdek

Office: PAS 3201

Office Hours: Tuesday 1-2pm and by appointment

Susanna Gehring Reimer

Office: PAS 3030

Office Hours: Tuesday 11:30am – 12:30pm and by appointment

Derrick Valadao

Office: PAS 3211

Office Hours: Monday from 1-2pm and by appointment

- 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.
- We strongly encourage you to 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, Second Canadian Edition*. Toronto: Nelson Publishing.

This required textbook is available for purchase at the campus bookstore.

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:

- Students will be able to define abnormal behavior and mental disorders in multiple ways and students will be able to describe with increased empathy the experience of living with a mental disorder.
- Students will be able to 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.
- Students will be able to analytically differentiate between disorders based on presentation of symptomatic criteria.
- Students will be able to compare and contrast origins of mental disorders from multiple theoretical perspectives, as well as discussing the empirical evidence for each perspective.
- Students will be able to list and describe treatments commonly used for mental disorders, and will be able to discuss the empirical evidence for and against different treatments' utility.
- Students will be able to compare and contrast the psychological factors that influence medical conditions.
- Students will be able to 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 - January 26, 2012 (30%)

Test 2 - March 1, 2011 (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%)

Important Administrative Details:

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, you must contact the instructor preferably 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.

3. It is the student's responsibility to check the course 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.

Academic Integrity, Academic Offenses, Grievance, and Appeals

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

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 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://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

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://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

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://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts):

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

Academic Integrity Office (University): <http://uwaterloo.ca/academicintegrity/>

Accommodation for Students with Disabilities: Note for students with disabilities: The Office for Persons with Disabilities (OPD), 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 OPD at the beginning of each academic term.

Outline of Dates and Topics:

Date	Topic	Textbook Chapter
Jan 3	Introduction to Course	
Jan 5	Abnormal Behaviour in Historical Context	1
Jan 10	An Integrative Approach to Psychopathology	2
Jan 12	Clinical Assessment, Diagnosis, and Therapy	3
Jan 17	Research Methods	4
Jan 19	Anxiety Disorders (Part 1)	5
Jan 24	Anxiety Disorders (Part 2)	5
Jan 26	Midterm #1 (30%) will cover chapters 1-5 in the textbook and all lecture content related to these chapters.	
Jan 31	Mood Disorders (Part 1)	7
Feb 2	Mood Disorders (Part 2)	7
Feb 7	Eating and Sleep Disorders	8
Feb 9	Sexual Disorders and Gender Identity Disorder	10
Feb 14	No class	
Feb 16	Substance Related Disorders	11
Feb 21	Reading Week (Feb 21 – 25)	
Feb 23	Reading Week (Feb 21 – 25)	
Feb 28	Personality Disorders (Part 1) (Note: you will be tested on this chapter in the Final Exam, not Midterm 2)	12
Mar 1	Midterm #2 (30%) will cover chapters 7, 8, 10 and 11 in the textbook and all lecture content related to these chapters.	
Mar 6	Personality Disorders (Part 2)	12
Mar 8	Schizophrenia and Other Psychotic Disorders	13
Mar 13	No Class	
Mar 15	Developmental Disorders	14
Mar 20	The Interpersonal Context of Psychopathology	TBA
Mar 22	Mental Health Services: Legal and Ethical Issues & course evals	16
Mar 27	Mental Health Services: Legal and Ethical Issues contd. and exam review	16
Mar 29	Applying to Graduate School in Clinical Psychology	
	Final Exam (40%) – Multiple choice exam covering chapters 12, 13, 14, and 16 in the textbook, all lecture content related to these chapters, and additional assigned readings	

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.

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 is worth 0.5 participation credits (grade percentage points) for each half-hour 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.

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. It is **VERY IMPORTANT** that you get an early start on your studies. For detailed instructions on [when and how access your SONA account](#) and for a list of [important dates and deadlines](#) please, as soon as possible, click on:
<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

**** 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:
<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

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 course 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 lecture. 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 we misplace the original.