

Psych 257 - Winter 2014
Psychopathology
2:30-3:50pm, Arts Lecture Hall (AL) 116

Instructor and T.A. Information

Instructor: Allison Kelly

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Office Hours: Tuesdays, 4-5pm

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T.A.	Anisha Varghese	Randall Gillis	Ami Rints
Email	a5varghe@uwaterloo.ca	rgillis@uwaterloo.ca	arints@uwaterloo.ca
Office	PAS 3211	PAS 3203	PAS 3205
Office Hours	Mondays, 12:45-1:45pm	Wednesdays, 2-3pm	Thursdays, 10-11am

T.A.	Bethany Keleher	Andrea-Lee Nelson
Email	bkeleher@uwaterloo.ca	a3nelson@uwaterloo.ca
Office	PAS 3035	PAS 3201
Office Hours	Thursdays, 11am-12pm	Fridays, 12-1pm

Course Description

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.

Course Goals and Learning Outcomes

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

- A. Describe with increased empathy the experience of living with a mental disorder.
- B. 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.
- C. 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.
- D. 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*, Third Canadian Edition. Toronto: Nelson Publishing.

This required textbook is available for purchase at the campus bookstore, and a few copies are on reserve at Dana Porter. Please note that this is the third edition (2012). It is not recommended that you use the second edition; students who used this earlier edition encountered problems in the exams last year. Note that you are not required to purchase the copy that contains the DSM-5 supplement.

Readings Available on LEARN

- TBA

Course Requirements and Assessment

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

<i>Assessment</i>	<i>Date of Evaluation (if known)</i>	<i>Weighting</i>
Midterm test 1	Tuesday, February 4, 2014 (in class)	30%
Midterm test 2	Tuesday, March 4, 2014 (in class)	30%
Final exam	TBA (final exam period)	40%
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Total		100%

Notes on the various class assessments

Midterm test 1

Multiple choice questions covering chapters 1, 2, 3, 4, and 5 in the textbook, and all lecture material from January 9 to January 30 inclusive.

Midterm test 2

Multiple choice questions covering chapters 7, 8, 10 and 11 in the textbook, and all lecture material from February 6 to February 27 inclusive.

Final Exam

Multiple choice questions covering chapters 12, 13, 14, and 16 in the textbook, all lecture material from March 11 to April 1 inclusive, AND any additional readings assigned during this time frame.

Course Outline

Notes on readings.

Week	Date	Topic	Readings Due
1	January 7 January 9	Welcome and Introduction to Course Abnormal Behaviour in Historical Context	Chapter 1
2	January 14 January 16	An Integrative Approach to Psychopathology Clinical Assessment, Diagnosis, and Therapy	Chapter 2 Chapter 3
3	January 21 January 23	Research Methods Anxiety Disorders (Part 1)	Chapter 4 Chapter 5
4	January 28 January 30	Guest Lecture on PTSD – author Marina Nemat Anxiety Disorders (Part 2)	Chapter 5
5	February 4 February 6	MIDTERM #1 (30%) Eating Disorders (Part 1)	Chapter 8
6	February 11 February 13	Eating Disorders (Part 2) Mood Disorders (Parts 1 and 2)	Chapter 8 Chapter 7
7	February 18 February 20	NO CLASS – READING WEEK NO CLASS – READING WEEK	n/a
8	February 25 February 27	Sexual Disorders Substance-Related Disorders	Chapter 10 Chapter 11
9	March 4 March 6	MIDTERM #2 (30%) NO CLASS	n/a
10	March 11 March 13	Developmental Disorders Schizophrenia and Other Psychotic Disorders	Chapter 14 Chapter 13
11	March 18 March 20	Mental Health and the Law Personality Disorders (Part 1)	Chapter 16 Chapter 12
12	March 25 March 27	Personality Disorders (Part 2) NO CLASS	Chapter 12
13	April 1 April 3	Self-Attitudes and Psychopathology Graduate School in Clinical Psychology (OPTIONAL)	TBA

Missing Tests and Exams

Missing midterm tests

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). 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
- Prerably 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.

Missing the final exam

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

Information on Plagiarism Detection

n/a

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.

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. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

Discipline

A student is expected to know what constitutes academic integrity 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 professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.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 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

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.

Concerns about the 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:

Contact information:

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.

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 your TA 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.**
- 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.