



# ST. JEROME'S UNIVERSITY

**St. Jerome's University in the University of Waterloo**  
**Department of Psychology**  
**PSYCH 257 - PSYCHOPATHOLOGY**  
**Spring 2019 | Mondays 6:30 – 9:20pm, HH 1101**

## **Instructor and T.A. Information**

Instructor: Meagan MacKenzie, PhD

Office: SH 2113

Office Hours: By appointment

Email: [mmackenzie@sju.ca](mailto:mmackenzie@sju.ca) – preferred method of communication

To set up a meeting with Prof. MacKenzie, please email her at the address above. Your course TA is Siobhan Sutherland and her contact information and office hours are listed below. If you have specific course-related and administrative questions, please visit the TA office hour. 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. To meet with the TA, please visit her in her office during the listed office hour or email to make an appointment outside her dedicated office hour.

Students can expect an email response to a legitimate inquiry within 48 hours, not including weekends. If you don't receive a reply in this time period, please re-send your message. E-mail should not be used as a mechanism to receive private tutorials (especially prior to tests) or to explain material that was covered in lectures you missed.

<b>T.A.</b>	Siobhan Sutherland
<b>Email</b>	<a href="mailto:storrie@uwaterloo.ca">storrie@uwaterloo.ca</a>
<b>Office Hours</b>	Thursdays 10-11am
<b>Office</b>	PAS 3214

## **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. 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 evidence-based practice.

## **Course Goals and Learning Outcomes**

- A. Articulate an informed, critical understanding of abnormal behaviour in the context of current (and historical) conceptualizations of psychological dysfunction and therapeutic techniques
- B. Understand the scientist-practitioner model of clinical psychology and identify a range of empirically-supported clinical assessment and treatment methods
- C. Begin to evaluate the relative strengths and weaknesses of new developments in research and practice within the field of clinical psychology
- D. Appreciate, with greater insight than before, the experiential phenomenology of human psychological health and suffering

## Required Text

- Barlow, D.H., Durand, V.M., Hofmann, S. G., & Lalumiere, M.L (2018). *Abnormal Psychology: An Integrative Approach*. (Canadian Edition) 5th edition. Toronto: Nelson Education, Ltd.
  - *4<sup>th</sup> edition will be fine, but earlier editions NOT recommended as diagnostic criteria changed substantially in 2013*
- LEARN will also be used to communicate with students, and to provide copies of course material (course outline, lecture outlines, etc.). Please also check LEARN for important announcements.

## Course Requirements and Assessment

Assessment	Material	Date of Evaluation (if known)	Weighting
Test 1	Chapters 1 – 4, 11	June 3	30%
Test 2	Chapters 5, 6, 7	July 8	30%
Final Exam	Cumulative	TBA – during final exam period	40%
REG Research Experience	Research Participation	The last day of lectures	<b>BONUS 4%</b>
Total			100%

### Test 1

2 hours. Multiple choice and short answer questions covering chapters 1 – 4 and 11 in the textbook and all lecture material from May 6 to May 27 inclusive. Alternative formats (i.e., essay) are not available.

### Test 2

2 hours. Multiple choice and short answer questions covering chapters 5, 6, 7 in the textbook and all lecture material from June 10 to July 2 inclusive. Alternative formats (i.e., essay) are not available.

### Final Exam

2 hours. The exam will cover textbook and class material from the entire course, but there will be a relatively greater emphasis on textbook chapters 8, 12, and 13, and class material from July 15 to July 29, inclusive. There will be multiple choice and short answer questions. Alternative formats (i.e., essay) are not available. The date and time of the final exam will be published in the Final Examination Schedule. Student travel plans are not acceptable grounds for granting an alternative final examination time (see Exam Regulations: <http://ugradcalendar.uwaterloo.ca/group/uWaterloo-Academic-Regulations-Tests-Exams>).

### Research Experience

Experiential learning is considered an integral part of the undergraduate program in Psychology. In this class, you have the opportunity to earn up to 4 bonus credits by participating in research. Please review the research participation guidelines at the end of this document.

### Assessment Notes

It is my policy not to "bump" students' grades up or provide extra assignments to help raise your grade. It's an issue of ethics and fairness to all students in the course. All students are judged using the same evaluations, and grades that are earned are the grades that are granted.

## Course Outline

Unless otherwise specified, reading assigned for a given class meeting must be completed before arriving in class. Thus, I will assume that you have completed the reading for that day. The material presented in class will be a review of the most important points from the book and incorporation of new material.

Week	Date	Topic	Readings
1	May 6	Welcome and Introduction to the Course Abnormal Behaviour in Historical Context Integrative Approach	Chapter 1 Chapter 2
2	May 13	Clinical Assessment and Diagnosis Research Methods	Chapter 3 Chapter 4
	<b>May 20</b>	<b>No Classes – Victoria Day</b>	
3	May 27	Substance-Related, Addictive, and Impulse-Related Disorders	Chapter 11
4	<b>June 3</b>	<b>Test 1: Chapters 1-4 &amp; 11 – 2 hours (no lecture afterwards)</b>	
5	June 10	Anxiety, Trauma-and Stressor-Related, and Obsessive-Compulsive and Related Disorders	Chapter 5
6	June 17	Anxiety, Trauma-and Stressor-Related, and Obsessive-Compulsive and Related Disorders	Chapter 5
7	June 24	Mood Disorders and Suicide	Chapter 7
	<b>July 1</b>	<b>No Classes – Canada Day</b>	
8	<b>TUESDAY July 2</b>	Somatic Symptom and Related Disorders Dissociative Disorders	Chapter 6
9	<b>July 8</b>	<b>Test 2: Chapters 5-7 – 2 hours (no lecture afterwards)</b>	
10	July 15	Eating and Sleep-Wake Disorders	Chapter 8
11	July 22	Personality Disorders	Chapter 12
12	July 29 (makeup for Victoria Day)	Schizophrenia Spectrum and Other Psychotic Disorders	Chapter 13
	TBA	<b>Final Exam: Cumulative – 2 hours</b>	

**Learning about Abnormal Psychology:** This course focuses on psychological conditions and aims to provide you with a rich understanding of the various forms of abnormal mental behaviour. One thing to mention as we start is the phenomenon called *Medical Student Syndrome*—in which learning about symptoms of disorders makes someone more likely to see symptoms in others or themselves. You shouldn't be alarmed if you begin to recognize some of these symptoms in someone you know; this often happens when students first learn about abnormal psychology, and you should always keep in mind that symptoms are only part of what constitutes a psychological disorder. However, if you (or someone you care about) are experiencing symptoms that are causing distress or getting in the way of daily life, it may be helpful to make an appointment at [Counselling Services](#).

## Important Information

### Email Policy

Students are responsible for all e-mail that is sent to their official uWaterloo email address. Check e-mail regularly for important and time sensitive messages. See [Statement on official student e-mail address](#) for further details e.g., procedures and warnings regarding forwarding e-mail to other accounts.

### Electronic Device Policy

The use of electronic devices may not be used in class. All electronic devices must be silenced during class. Laptops may be used for note taking only. Unless headphones are being used for academic accommodations, they are not to be worn. Students who fail to comply with these guidelines will be asked to leave the classroom.

### Attendance Policy

Regular attendance is expected. If a student misses a class, it is his/her responsibility to obtain notes from a classmate. All students must be present for the final exam.

### Release of Grades

Grades are not released over email or telephone. Do not send email to the instructor or TA asking "When will the grades be posted?". Grades are released on LEARN as soon as possible.

### Academic Integrity

**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. See the [Office of Academic Integrity webpage](#) for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances](#).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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.

## Accommodation for course requirements

- Students requesting accommodation for course requirements (midterm tests, final exams, etc.) due to illness should do the following:
  - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
  - seek medical treatment as soon as possible
  - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
  - submit that form to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL.
  - (if possible) 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, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed midterm test, the instructor will either:
  - 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
  - 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.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

## 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.

## Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit [uwaterloo.ca/wcc](http://uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available. Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies but will not change or correct your work for you.

### **Mental Health Services:**

Mental Health Services aim is to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds. Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling services
- Health Services Emergency service: located across the creek from Student Life Centre

### **Off campus, 24/7**

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

### **Contact Health Services**

[Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

### **Territorial Acknowledgement**

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

## **Sona Participation and 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 been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.
- **UP TO 50%** of your credits can be earned through ONLINE studies. The remaining need to be earned through in-lab participation.

### ***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 has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term, the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

### ***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.**

**For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:**

[Participating/SONA information: 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 in general is available at:

[Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.](#)

### **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.