

Psych 257 – Fall 2015
Psychopathology
1:00-2:20pm, Arts Lecture Hall (AL) 116

Instructor and T.A. Information

Instructor: Allison Kelly, Ph.D., C. Psych.
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T.A.	Anisha Varghese	Alanna Valcke
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Office	PAS 3211	PAS 3029
Office Hours	Tuesday, 12-1pm	Monday, 2-3pm

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. (2015). *Abnormal Psychology: An Integrative Approach*, Fourth 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 FOURTH EDITION (2015). I strongly advise against using a previous edition as there have been fundamental changes to this new edition in light of the recent adoption of the DSM-5.

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	Thursday, October 15, 2015 (in class)	30%
Midterm test 2	Tuesday, November 10, 2015 (in class)	30%
Final exam	TBA (final exam period)	40%
Total		100%

Midterm test 1

Multiple choice questions covering chapters 1, 2, 3, 4, and 5 in the textbook, and all lecture material (including guest lectures) from September 17 to October 8 inclusive.

Midterm test 2

Multiple choice questions covering chapters 7, 8, 10 and 11 in the textbook, and all lecture material (including guest lectures) from October 20 to November 5 inclusive.

Final Exam

Multiple choice questions covering chapters 12, 13, 15, and 16 in the textbook, all lecture material (including guest lectures) from November 12 to December 1 inclusive, AND any additional readings assigned during this time frame.

Course Outline

Week	Date	Topic	Readings Due
1	September 15	Welcome and Introduction to Course	n/a
	September 17	Abnormal Behaviour in Historical Context	Chapter 1
2	September 22	An Integrative Approach to Psychopathology	Chapter 2
	September 24	Clinical Assessment and Diagnosis	Chapter 3
3	September 29	Research Methods	Chapter 4
	October 1	GUEST LECTURER Dr. Michael Stephenson Post-Traumatic Stress Disorder	Chapter 5
4	October 6	Anxiety and Obsessive Compulsive Disorders (Part 1)	Chapter 5
	October 8	Anxiety and Obsessive Compulsive Disorders (Part 2)	Chapter 5
5	October 13	NO CLASS	n/a
	October 15	MIDTERM #1 (30%)	
6	October 20	GUEST LECTURER Andrew Galloway Substance-Related Disorders	Chapter 11
	October 22	Sexual Dysfunctions and Paraphilic Disorders	Chapter 10
7	October 27	Eating Disorders (Part 1)	Chapter 8
	October 29	Eating Disorders (Part 2)	Chapter 8
8	November 3	Mood Disorders (Part 1)	Chapter 7
	November 5	Mood Disorders (Part 2)	Chapter 7
9	November 10	MIDTERM #2 (30%)	n/a
	November 12	GUEST LECTURER Dr. Pamela Seeds Neurocognitive Disorders	Chapter 15
10	November 17	Schizophrenia and Other Psychotic Disorders	Chapter 13
	November 19	GUEST LECTURER Monica Tomlinson Mental Health and the Law	Chapter 16
11	November 24	Personality Disorders (Part 1)	Chapter 12
	November 26	Personality Disorders (Part 2)	Chapter 12
12	December 1	Self-Attitudes and Psychopathology	TBA
	December 3	OPTIONAL - Graduate School in Clinical Psychology	n/a

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.

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](#).

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.

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](#).

Other sources of information for students:

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(UWaterloo\)](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension, 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 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 ([Richard Eibach](#) from July 1, 2015 to June 30, 2016) is

available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows: Dr. Richard Eibach; Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext 38790

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 for further details.

Missing Tests and Exams

Missing a test or exam due to illness

Students requesting accommodation for tests and exams due to illness should do the following:

- Seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>
- Submit that form to the instructor within 48 hours
- Preferably inform the instructor by the exam/test date that you will be unable to take the exam/test and that documentation will be forthcoming.

Missing the final exam

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.

Missing a midterm test/exam

In the case of a missed midterm test/exam, the instructor will either:

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

Missing a test or exam due to bereavement

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.

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.

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 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.

[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 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 [Anisha Varghese](#) 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.