

## University of Waterloo

### Psychology 257 – Psychopathology - Fall Semester, 2012

**Davis Center, Room 1350 – Tuesdays and Thursdays 2:30 – 3:50**

(Please note that Psych 257 is cross-listed with Psych 323R. Only one of these two courses can be taken for credit towards the degree.)

#### The Teaching Team

Instructor -- Dr. Martha Savage

[msavage@execulink.com](mailto:msavage@execulink.com)

Office hours –

Thursday 1:45 – 2:15 – lounge area near DC 1350

Monday 10 – 11 – Learn chat room

and by appointment.

#### Teaching Assistants

Andrea Nelson – Contact person

[a3nelson@uwaterloo.ca](mailto:a3nelson@uwaterloo.ca)

Office Hours – Friday 9 – 10, PAS 3285

Kyle Mueller

[kmueller@uwaterloo.ca](mailto:kmueller@uwaterloo.ca)

Office Hours – Monday 3 – 4, PAS 3211

Erin Fallis

[efallis@uwaterloo.ca](mailto:efallis@uwaterloo.ca)

Office Hours – Time TBA, PAS 3206

## **Communications:**

The Learn website is the communication centre for this course. There will be discussion forums on Learn for asking questions about course content and administrative issues. Students are encouraged to use these to ask questions so that others can benefit from the answers as well. Often you will find an answer to your question has already been posted.

TA Andrea Nelson ([a3nelson@uwaterloo.ca](mailto:a3nelson@uwaterloo.ca)) is the person to contact regarding personal matters not suited to posting on a discussion forum, such as arranging accommodation for illness.

Students are responsible announcements made on Learn or in class and for mail sent to their uwaterloo.ca email. Check e-mail regularly for important and time sensitive messages.

I will be available during my office hours, or by appointment, to discuss questions about course material or unresolved administrative issues. Please be aware that I answer e-mails week days except Wednesday.

## **Course Description:**

The Undergraduate Calendar describes this course as follows:

“This course offers an introduction to understanding, assessing, and treating mental illness from a psychological perspective. Course material will focus on various categories of "abnormal" behaviour, including personality, anxiety, and mood disorders, schizophrenia, and substance abuse. Clinical methods of assessment, diagnosis, and intervention will also be considered.” (Course Description, 2012)

In this course we will explore ways of understanding what happens when the mind deviates from normal patterns of functioning. We will consider what people actually experience, how these phenomenon are understood in the tradition of western psychology and touch on alternate models. You will learn how clinicians organize their thinking in assessing and planning treatment for psychological disorders. Expect to take an active role in your learning.

## **Learning Objectives:**

Expect to be able to:

1. Systematically describe a broad range of psychological disorders including contributing factors, how people are affected, typical treatment approaches and outcomes.

2. Demonstrate the use of basic versions of commonly used clinical tools including the mental status exam, multi-perspective formulation and some cognitive-behavioural therapy techniques
3. Discuss the limitations and biases in the models used in this area
4. Demonstrate the ability to find and evaluate quality information in this field.

### **Required Text:**

Nevid, J., Greene, B., Johnson, P., Taylor, S. and Macnab, M (2013). Essentials of Abnormal Psychology in a Changing World, third Canadian edition. New Jersey: Pearson.

(Note, an electronic version of this text is available through <http://www.coursesmart.com/9780132770187> )

DSM 5 – Although *The Diagnostic and Statistical Manual of the American Psychiatric Association, 5<sup>th</sup> edition* will not be published until next May, drafts are available at the following website. These will be discussed in class and particular sections assigned for study.

<http://www.dsm5.org/Pages/Default.aspx>

### **Outline of Lecture Topics:**

(Note – specific dates may change based on guest speaker availability or other factors. Any changes will be posted on Learn.)

### **Lectures 1 – 3 -- The Foundations Block** September 11, 13 and 18

Sept 11 – Orientation to the course, Models and Classification Systems  
Sept 13 – Structuring Information - The Mental Status Exam, Cognitive Model and Formulation Grid  
Sept 18 – Finding and Evaluating Information – Guest Speaker Tim Ireland

### Readings

1. Chapter 1 – What is Abnormal Psychology?
2. Pages 40 – 66 – Systems of Classification, Methods of Assessment, Classification of Abnormal Behaviour
3. Pages 433 -447 Research Methods in Abnormal Psychology.
4. <https://learn.uwaterloo.ca/d2l/lms/content/preview.d2l?tId=424578&ou=47092>

5. <http://subjectguides.uwaterloo.ca/infosources> (Note that you may need to log into the UWaterloo library system to access this link.)

### **Lectures 4 – 7 – The Mood Disorders Block**

Sept 20 – Phenomenology and Classification of Mood Disorders

Sept 25 – Etiology of Mood Disorders

Sept 27 – Treatment of Mood Disorders, 25 and 27

Oct 2 – Introduction to Cognitive Behavioural Therapy

#### Readings

1. Chapter 4 – Mood Disorders (except pages 175 -181)
2. Pages 420 -423 – Depression in Childhood and Adolescence
3. Pages 66 – 87 – Methods of Treatment

### **Lectures 8 – 10 – The Psychotic Disorders Block**

Oct 4 – Phenomenology and Classification

Oct 9 – Etiology and Treatment

Oct 11 – Treatment continued, Mental Health Law and Ethical Problem Solving

#### Readings

1. Chapter 10 – Schizophrenia
2. Pages 217 – 218 – Schizotypal Personality Disorder
3. Pages 87 – 96 – Abnormal Psychology and Society

### **Lectures 11 – 14 -- Anxiety Disorders Block**

Oct 16 – Phenomenology, Classification and Etiology

Oct 18 – Etiology continued and Treatment

Oct 23 – Trauma-Related Conditions

Oct 25 – The Obsessive-Compulsive Spectrum

#### Readings

- a. Chapter 3 – Anxiety Disorders

- b. Pages 418 -419 – Anxiety and Depression in Childhood and Adolescents

### **Lecture 15– Mid-Term Test -- October 30**

Covers all lectures and readings up to the end of the Anxiety Disorders Block.

Sample questions and study suggestions will be posted on Learn.

Please note that students will be writing in different rooms. Be alert for announcements with specific instructions.

### **Lectures 16 & 17 – The Personality Disorders Block**

Nov 1 – The concept of Personality, Phenomenology and Classification issues

Nov 6 – Tour of the Categorical and Dimensional Personality Disorders including Etiology

#### Readings

1. Pages 218 – 225 – Antisocial Personality Disorder and Borderline Personality Disorder
2. Pages 226 – 229 – Narcissistic Personality and Avoidant Personality Disorder
3. Pages 231 – 232 – Obsessive-Compulsive Personality Disorder
4. Pages 233 – 246 – Difficulty in Distinguishing.... to end of chapter
5. <http://www.dsm5.org/proposedrevision/Pages/PersonalityDisorders.aspx>
6. <http://www.dsm5.org/ProposedRevisions/pages/proposedrevision.aspx?rid=468>
7. <http://www.dsm5.org/Documents/Personality%20Disorders/Rationale%20for%20the%20Proposed%20changes%20to%20the%20Personality%20Disorders%20in%20DSM-5%205-1-12.pdf> Note – the details of the statistics will not be tested. Focus on understanding the concepts.
8. <http://www.dsm5.org/Proposed%20Revision%20Attachments/APA%20Provisional%20map%20of%20specific%20core%20criteria%206-20-11.pdf>

## **Lecture 18 -- Self Harm – November 8**

### Readings

- a. Pages 175 – 181 – Suicide
- b. Pages 421 - 423 – Suicide among Children and Adolescents

## **Lectures 19 & 20 -- Eating Disorders Block**

Nov 13 – Phenomenology, Classification and Etiology

Nov 15 – Treatment Issues in Eating Disorders

Readings – Pages 294 – 307 – Eating Disorders

## **Lecture 21 -- Gender Dysphoria and Sexual Disorders – November 20**

### Readings

1. Chapter 9 – Gender Identity Disorder, Paraphilias and Sexual Dysfunctions
2. <http://www.dsm5.org/ProposedRevision/Pages/proposedrevision.aspx?rid=192>
3. <http://www.dsm5.org/ProposedRevision/Pages/proposedrevision.aspx?rid=482>
4. <http://www.dsm5.org/ProposedRevision/Pages/proposedrevision.aspx?rid=482#>

## **Lectures 22 & 23 -- Addictions Block**

Nov 22 – Phenomenology, Classification and Etiology

Nov 27 – Etiology continued and Treatment Issues

Readings – Chapter 7 – Substance Abuse and Dependence

## **Lecture 24 -- Review – November 29**

**Final Exam** – TBA, details will be published in the UW Final Examination Schedule.

## **Marking Scheme:**

|                                     |     |
|-------------------------------------|-----|
| Scavenger Hunt Assignment (3 x 3%)  | 9%  |
| Research Participation or alternate | 4%  |
| Mid-Term Test                       | 37% |
| Final Exam                          | 50% |

## **Details about Course Components:**

**Lectures** – Lectures in this course are not a summary of the text book material, but rather are intended to compliment and expand beyond the readings. The most consistent advice students in my previous courses have offered to future students is to plan to attend every lecture. Classes will include other learning activities as well as lecture, so come prepared to get involved. In the event you are unable to attend a lecture, please note that you are responsible for the material covered, including any announcements made. Be sure to get good notes from a colleague. The posted lecture slides provide an outline only and are not a substitute for attendance or complete notes. If questions remain after you have reviewed the readings and notes, you are welcome to bring them to my office hours.

**Scavenger Hunt Assignment** – One of our discussion boards will be devoted to following up questions relating to course material. Some will be questions arising from discussions in lecture. Others will be posted by students regarding related topics of interest. Each student will be challenged to answer three questions of their choice using a worksheet format. This assignment will require the demonstration of data base use, critical appraisal, accurate citation practices and an awareness of research methodology. The first three worksheets submitted will be marked for this assignment, but students will be allowed one re-submission. These are individual assignments and are to be completed without unauthorized collaboration.

Late assignments will be accepted with a 25 % penalty per day late. This means assignments submitted the day after they are due will be marked out of 75%, the second day out of 50% and the third day out of 25%. Exceptions will be made only where illness or other extenuating cause is documented in keeping with University policy.

**Participation** – Students can earn these credits either by participating as subjects in experiments in clinical psychology or by completing additional Scavenger Hunt worksheets. See below for further information on the Research Experience programme.

**Mid-Term Test** – The mid-term will consist of 30 multiple choice questions and several short answer exercises worth an additional 30 marks. It will cover both

the lecture material and assigned readings to that point in the course. A make-up exam will be scheduled approximately ten days after the mid-term. This test will be entirely short answer format. Students must contact TA Andrea Nelson within a week of the midterm and provide documentation in keeping with University policy to be permitted to write the make-up.

**Final Exam** – This exam will follow the same format as the mid-term test, but with 40 multiple choice questions and 30 short-answer marks. It will cover both lecture material and readings and will be cumulative for the entire course. The date, time and location of the final exam will be published in the UW Final Examination Schedule. Students are reminded that travel plans are not considered grounds for rescheduling exams.

### **Key Dates**

September 11 – First Class

October 15 – Last day to post Scavenger Hunt 1 and 2

November 30 - Mid-Term Test

November 9 – Mid-Term make-up

November 12 – Day to review mid-term papers – 10 – 2, location TBA

November 29 - Last Class

November 29 - Last day for Scavenger Hunt 3 and Research Experience

TBA - Final Exam

### **Research Experience Guidelines for Psychology UG Courses**

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 the final mark in this course through research experience (i.e., the course work will make up **96%** of your final mark and research experience will make up the other **4%** for a maximum grade of 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 Experiences Group (REG)**

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 want 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 online on the SONA website.

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students want to do so. As an alternative, students may opt to gain greater insight into research practices through the Scavenger Hunt exercise. The instructions and work sheet are the same as for the class assignment and can be found posted on Learn. Each completed work-sheet over and above those required for the Scavenger Hunt Assignment will count for one Research Experience Credit so long as it is done to a quality equivalent to 70% or greater. Submit your completed worksheets to the Scavenger Hunt Discussion Forum.

### **The 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.

### **Accommodations 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 Course or 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:

Myra Fernandes

Email: [mafernan@uwaterloo.ca](mailto: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.

### **Academic Integrity, Academic Offenses, Grievance, and Appeals**

To protect course integrity, as well as to provide appropriate guidance to students, course outlines in the Faculty of Arts must include the following note on avoidance of academic offenses:

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. [Check <http://www.uwaterloo.ca/academicintegrity/> for more informaton.]

Discipline: A student is expected to know what constitutes academic integrity [check <http://www.uwaterloo.ca/academicintegrity/>] , 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 instructor, 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), <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](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm), 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.