

**University of Waterloo
Department of Psychology
Psychology 257
Psychopathology
Fall 2014**

Tuesdays & Thursdays @ 1:00-2:20pm in Arts Lecture (AL), Room 116

Instructor and T.A. Information

Instructor: David A. Moscovitch, Ph.D., C. Psych.

Office: PAS 3010

Office Phone: 519-888-4567, EXT. 32549

Office Hours: By appointment

Email: dmosco@uwaterloo.ca

To set up a meeting with Prof. Moscovitch, please email him at the address above. Your course TAs are Kevin, Chantal, Kira, and Sioban. Their information is listed below. Please try to avoid emailing the TAs if you have any specific course-related and administrative questions; rather, please visit the TA at their office hours and/or post any administrative or content-related questions you have about the course directly on our D2L Discussion Board, which both Prof Moscovitch and the TAs and will monitor daily.

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 any of the TAs, please visit them in their offices during one of their listed office hours or email them to make an appointment outside their dedicated office hour times. Office hours and email addresses are listed in the Table below.

Teaching Assistant	Email Address	Office	Office Hours
1. Kevin Barber	K4barber@uwaterloo.ca	PAS 3203	Wed 1-2pm Fri 1-2pm
2. Chantal Gautreau	Chantal.gautreau@uwaterloo.ca	PAS 3035	Mon 10-11am Tues 3-4pm
3. Kiruthiha (Kira) Vimalakanthan	kvimalak@uwaterloo.ca	PAS 3029	Mon 5-6pm Thurs 12-1pm
4. Sioban Sutherland	storrie@uwaterloo.ca	PAS 3035	Tues 10:30- 11:30am

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

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

- 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 recognize 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, M.V., & Stewart, S.H. (2015). *Abnormal Psychology: An Integrative Approach*, Fourth Canadian Edition. Toronto: Nelson Publishing

The required textbook is available for purchase at the campus bookstore. Purchased at the bookstore, the textbook automatically comes with access to CourseMate, the online study guide and resources. This edition of the textbook has just been released and is required as a mandatory text for this course. CourseMate is optional and is not a required course resource. Students wishing to save some money may opt to purchase the e-book from the bookstore, which also comes packaged with CourseMate. Two copies of the textbook are available on short-term reserve at Dana Porter Library.

Readings Available on LEARN

Optional extra readings may occasionally be posted on our LEARN Discussion Forum, with notes to contextualize the learning objective(s) associated with them

Course Requirements and Assessment

Course material will be delivered via lecture and supplemented by clinical case material, film clips, videos, and guest speakers. In addition, it is expected that you will routinely visit, monitor, and participate in the online course Discussion Forum on LEARN. Thought questions (and, occasionally, additional readings) will be posted on this forum.

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. This includes video material watched in class, which will not be made available to students to view outside class time. Class participation and discussion are strongly encouraged.

Your final grade will be based on (a) 2 midterm tests (worth 30% each) – both noncumulative and consisting of 75 multiple-choice questions; and (b) final exam – cumulative and consisting of 100 multiple-choice questions.

Assessment	Date of Evaluation	Weighting
Midterm Test #1	Tuesday October 7	30%
Midterm Test #2	Tuesday November 4	30%
Final Exam	To Be Announced	40%
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Total		100%

Both midterm tests and the final exam will consist entirely of multiple choice questions based on a combination of both textbook and lecture material (see details, below).

Midterm Test #1: Tues Oct 7

Midterm test #1 will take place in AL116 during class time. It will cover textbook chapters 1, 2, 3, and 5 and all class/lecture material from September 9 up to and including October 2.

Midterm Test #2: Tues Nov 4

Midterm test #2 will take place in AL116 during class time. It will cover only textbook chapters 6, 7, 8, and 10 and all class/lecture material from October 9 up to and including October 30.

Final Exam

The final exam will be scheduled and administered during the university's final exam period. The exam will cover textbook and class material for the entire course. Of the 100 multiple choice questions, 75 questions will cover textbook chapters 12, 13, and 15 and class/lecture material from November 6-27, and 25 questions will cover the rest of the course material.

Opportunity for Bonus Grades

See Research Experience Grades, below.

Course Outline

Date	Topic	Readings Due
Sept 9	Welcome! Introduction to the course and review of the Course Outline	N/A
Sept 11 & 16	Abnormal Behaviour in Historical Context	Textbook Chapter 1
Sept 18	An Integrative Approach to Psychopathology	Textbook Chapter 2
Sept 23	Clinical Assessment, Diagnosis, and Classification	Textbook Chapter 3
Sept 25	Video: The Woodsman	N/A
Sept 30 & Oct 2	Anxiety, Trauma-Related, and Obsessive-Compulsive Disorders	Textbook Chapter 5
Oct 7	Midterm Test #1	<i>See Course Requirements and Assessment, above</i>
Oct 9	Video: Why Do We Dream?	N/A
Oct 14 & 16	Mood Disorders and Suicide	Textbook Chapter 7
Oct 21	Somatic Symptom and Dissociative Disorders	Textbook Chapter 6
Oct 23	Eating Disorders (Guest Speaker: Dr. Michele Laliberté)	Textbook Chapter 8 – Eating Disorders section
Oct 28	Sleep-Wake Disorders	Textbook Chapter 8 – Sleep Disorders section
Oct 30	Sexual Dysfunctions, Paraphillic Disorders, and Gender Dysphoria	Textbook Chapter 10
Nov 4	Midterm Test #2	<i>See Course Requirements and Assessment, above</i>
Nov 6	Substance-Related Disorders (Guest Speaker: Andrew Galloway)	N/A
Nov 11	Personality Disorders	Textbook Chapter 12
Nov 13	Special Topic: Mental Imagery and Early Memories in Social Anxiety	N/A
Nov 18	Neurocognitive Disorders (Guest Speaker: Dr. Morris Moscovitch)	Textbook Chapter 15
Nov 20	Optional Video: The Iceman & the Psychiatrist (not required material)	N/A
Nov 25	Schizophrenia Spectrum and Other Psychotic Disorders	Textbook Chapter 13
Nov 27	Review and wrap-up	N/A
TBA	Final Exam	<i>See Course Requirements and Assessment, above</i>

Late Work

For more information, please see section below on Missing a Test or Exam.

Information on Plagiarism Detection

There are no mandatory writing assignments in this class, but cheating on tests and exams is considered a serious academic offense that will be monitored very carefully. For more information, please see sections below on Academic Integrity and Discipline.

Electronic Device Policy

Students are welcome to bring laptops to class (but see warning under Learning Contract, below). Students wishing to audiotape lectures must request special permission from the instructor. Videotaping lectures is not permitted. Students must turn all phone ringers to “off” or “vibrate” during class time.

Attendance Policy

Attendance in class will not be tracked. Please note, however, that test and exam material will be drawn from both the lectures and the textbook. Students who do not attend a class are responsible for catching up on missed material.

Missing a Test or Exam Because of Illness or Other Reasons

If you cannot write one of the midterm tests because of compelling medical, religious, or compassionate (e.g., family emergency) reasons, and you require a makeup test date, you must contact the instructor directly prior to the date of the test. Make-up tests and exams will not be considered in the absence of a documented reason, submitted within 48 hours following the due date, **with no exceptions**. The instructor maintains full discretion in assessing whether reasons qualify as compassionate or not.

- In the case of illness, students who are requesting accommodation for course requirements (midterm tests, final exams, etc.) should do the following:
 - a) Seek medical treatment as soon as possible, obtain a completed UW [Verification of Illness Form](#), and submit that form to the instructor within 48 hours.
 - b) Preferably inform the instructor before the day of the test or exam that you will be unable to take the test/exam due to illness and that documentation will be forthcoming.
- In the case of a missed midterm test, the instructor will either:
 - a) waive the course component and re-weight remaining term work as fits the circumstances and the goals of the course, or
 - b) provide a make-up test. ***Please note that make-up tests may be in essay format rather than multiple choice format.***
- 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 bereavement or another compelling reason, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Learning Contract

1. Everyone has the *right to learn* and the *responsibility* not to deprive others of their right to learn.
2. Every student is accountable for his or her own actions.
3. In order to benefit most from this class, please consider the following:
 - Attend all scheduled classes and arrive on time
 - Late arrivals and early departures are very disruptive
 - Please let the instructor know immediately if you have a problem that is preventing you from performing satisfactorily in this class
4. Please consider carefully whether using a laptop in class will facilitate or potentially undermine your learning. For example, while a laptop can be helpful for efficient note-taking and filing, it may also hamper deeper encoding of lecture material and significantly undermine learning for individual students who cannot resist multitasking during class time on tasks unrelated to the course material.
5. It is the student's responsibility to check the LEARN 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 address. Please see [uWaterloo polices about official student email address](#) for university policies and information about using your official UW email address.
6. In the event that minor revisions are made to the Course Outline after hard copies have been printed but prior to the first class, the official Course Outline will be the one posted on LEARN. If any revisions are made, an announcement will be posted on LEARN to this effect.
7. Students who are experiencing extenuating circumstances that may reasonably affect their performance in this class should inform the instructor as well as their academic advisors regarding their personal difficulties at the earliest possible date. The sooner Dr. Moscovitch is informed about these potential difficulties, the easier it will be for him to help accommodate the student's needs around these difficulties.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

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.

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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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 should read [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](#).

Other Sources of Information for Students

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

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

Accommodation for Students with Disabilities

The [Access Ability Services office](#), 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 AS office at the beginning of each academic term.

Research Experience Grades: 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 as needed to bring your final grade up to a maximum 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 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 Psychology Department. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is 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.

Note: 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 to participation in research, students may submit short reviews (1½ - 2 pages each) of journal articles relevant to Psychopathology or the field of clinical psychology.

Each review article counts as 1.0 percentage point. To receive credit, you must follow specific guidelines, which are described below.

Articles must be chosen from the empirical psychological literature (i.e., from a PsychINFO or Scopus database search) and relate to psychopathology or some aspect of the Psych257 course content. Students wishing help accessing and searching scientific databases, or with other library resources, should contact Tim Ireland, Liason Librarian for Psychology at ext.35061 or tireland@library.uwaterloo.ca. Students are encouraged to seek prior approval from their Teaching Assistants about the appropriateness of the articles they choose to review.

Reviews must:

- Be submitted no later than **Nov 27, 2014**. **Late submissions will not be accepted.**
- Be typed, single-spaced, in 12pt Times font, with 1-inch margins all around
- Include article title, author, and source. **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 and how they relate to the study or field of Psychopathology.
- Please keep a copy of your reviews in the unlikely event we misplace the originals.

Summary of Bonus Credits in Psych 257, Fall 2014

In sum, in order to earn up to a total of 4% bonus points students may complete any combination of: a) participation in research, and/or b) article review. Bonus points accumulated will be applied to students' final grades, for a total maximum grade of 100%.