

Psych 257 – Winter 2019
Psychopathology
10:00-11:20am, Arts Lecture Hall (AL) 116

Instructor and T.A. Information

Instructor: Allison Kelly, Ph.D., C. Psych.
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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., Hofmann, S.G., & Lalumiere, M.L. (2018). *Abnormal Psychology: An Integrative Approach*, Fifth Canadian Edition. Toronto: Nelson Publishing

Important note: The required textbook is available for purchase at the campus bookstore. When purchased at the bookstore, the textbook automatically comes with access to MindTap, the online study guide and resources. This edition of the textbook is required as a mandatory text for this course. The fourth Canadian edition of this textbook is compatible with our course material and students are welcome to use it instead. The third and earlier Canadian editions of the text are incompatible with current course material. MindTap is optional and is not a required course resource. Students wishing to save some money may opt to purchase only the e-book from the bookstore, which also comes packaged with MindTap. Copies of the textbook are also available on short-term reserve at Dana Porter Library.

Readings Available on LEARN

Optional extra readings may occasionally be posted on LEARN.

Course Requirements and Assessment

Course material will be delivered via lecture and supplemented by clinical case material, video clips, and guest speakers. It is also expected that you will routinely visit, monitor, and participate in the Discussion Forum on LEARN. 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 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, Jan 31 (in class)	30%
Midterm test 2	Tuesday, March 5 (in class)	30%
Final exam	TBA (final exam period)	40%
Total		100%

Midterm test 1

Multiple choice questions covering chapters 1, 2 (EXCEPT pages 41-50), 3, 4, and 5 (EXCEPT pages 152-159) in the textbook, and all lecture material including guest lectures from January 10 to January 29 inclusive.

Midterm test 2

Multiple choice questions covering chapter 7, 8, and 11 in the textbook, and all lecture material, including guest lectures, from February 5 to February 28 inclusive.

Final Exam

Multiple choice questions covering chapters 5 (pages 152-159 ONLY), 10, 12, 13, and 16 in the textbook, all lecture material including guest lectures from March 7 to April 5 inclusive, AND any additional readings assigned during this time frame.

Course Outline

Week	Date	Topic	Readings Due
1	January 8	Welcome and Introduction to Course	N/A
	January 10	Abnormal Behaviour in Historical Context	Chapter 1
2	January 15	An Integrative Approach to Psychopathology	Chapter 2
	January 17	Clinical Assessment and Diagnosis	Chapter 3
3	January 22	Research Methods	Chapter 4
	January 24	Anxiety and Obsessive Compulsive Disorders (Part 1)	Chapter 5
4	January 29	Anxiety and Obsessive Compulsive Disorders (Part 2)	Chapter 5
	January 31	MIDTERM #1 (30%)	
5	February 5	Substance-Related Disorders <i>(GUEST: Dr. Shannon Gravely, International Tobacco Control Policy Evaluation Project, University of Waterloo)</i>	Chapter 11
	February 7	Sleep-Wake Disorders <i>(GUEST: Dr. Pamela Seeds, Department of Psychology, University of Waterloo)</i>	Chapter 8 (p. 286-292)
6	February 12	Mood Disorders (Part 1)	Chapter 7
	February 14	Mood Disorders (Part 2)	Chapter 7
N/A	February 19	NO CLASS - Reading Week	N/A
	February 21	NO CLASS - Reading Week	N/A
7	February 26	Eating Disorders (Part 1)	Chapter 8
	February 28	Eating Disorders (Part 2)	Chapter 8
8	March 5	MIDTERM #2 (30%)	N/A
	March 7	Sexual Dysfunctions, Paraphilia, & Gender Dysphoria	Chapter 10
9	March 12	Trauma and Related Disorders <i>(GUEST: Dr. Michael Stephenson, Director, Sanctuary Refugee Health Centre)</i>	Chapter 5 (p. 152-159)
	March 14	NO CLASS – Instructor Away	
10	March 19	Personality Disorders (Part 1)	Chapter 12
	March 21	Personality Disorders (Part 2)	Chapter 12
11	March 26	Schizophrenia and Other Psychotic Disorders	Chapter 13
	March 28	Mental Health and the Law <i>(GUEST: Monica Tomlinson, Western University)</i>	Chapter 16
12	April 2	A Transdiagnostic Approach to Psychopathology (Part 1)	TBA on LEARN
	April 5	A Transdiagnostic Approach to Psychopathology (Part 2)	TBA on LEARN

Cross-listed course (requirement for all Arts courses)

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

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 [UWaterloo 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 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. When in doubt, please be sure to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

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](#).

Accommodation for Students with Disabilities

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.

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:

- 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](#) (VIF)
- Submit the VIF to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL.
- Prerably 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 or other extenuating circumstances

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.

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 ten kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

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:
 - Needles Hall Addition, NH 2401
 - 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](#):
 - Health Services Building, located across the creek from Student Life Centre
 - Call 519-888-4096 to schedule an appointment
 - Call 1-866-797-0000 for free 24/7 advice from a health professional
- [Centre for Mental Health Research and Treatment \(CMHRT\)](#):
 - located on first floor of PAS
 - Call 519-888-4567 x33842 or email cmhrtintake@uwaterloo.ca to schedule an appointment

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

Academic freedom at the University of Waterloo

[Policy 33, Ethical Behaviour](#) states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

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 as soon as possible 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. 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. Kelly is informed about these potential difficulties, the easier it will be for her to help accommodate the student's needs around these difficulties. 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.

Sona 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.

[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:

[REG Participants' Homepage](#) or you can check the [Sona FAQ](#) 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 [Sydney Waring](#) 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.