



Psychopathology
Psychology 323R, Winter 2011
Tuesday, 6:30 – 9:20pm, REN 0104

Instructor: Dr. Carolyn Wilson
E-Mail: access through UW-ACE
Office Hours: Tuesday, 5:30-6:20 or by appointment.

Required Text: Sue, D., Sue, D.W., & Sue., S. (2010) *Understanding Abnormal Behavior* (9th edition). Boston: Wadsworth, Cengage Learning.

Course description:

Over the course of the semester you will learn about various psychological disorders, including mood and anxiety disorders, somatic and dissociative disorders, personality disorders, eating disorders, disorders of childhood and adolescence, cognitive disorders, schizophrenia, as well as sexual and gender identity disorders. Theoretical, empirical, and conceptual issues will be addressed, and students will be introduced to diagnostic and treatment issues. Lectures will be supplemented by videos and discussion of relevant case material.

Prerequisite: Psych 120 & 121R or Psych 101 **Antirequisite:** Psych 257
If you have a similar transfer credit from another university, please check to make sure that both credits will be allowed.

Overall course objective

Students will develop knowledge about the field of psychopathology in general, as well as the assessment, treatment, and etiology of major psychological disorders.

Learning Outcomes:

1. Develop an understanding of the features, etiology, and treatment of a wide range of mental disorders.
2. Develop an awareness of ethical and professional issues related to the assessment and treatment of people with psychological disorders.
3. Develop an appreciation of gender and cultural issues in psychopathology.
4. Be exposed to material that will assist in determining if one is interested in pursuing a profession that involves working with people with psychological disorders.
5. Challenge stereotypes of people with psychological disorders.

Course website: The website for this course provides lecture slides as well as other helpful information. You can log into the course site through the UW-ACE system: <https://uwangel.uwaterloo.ca/uwangel/default.asp>

Class format: There are two sources of material for the course: the textbook and the lectures. The lectures will focus on specific topics and are not meant to provide coverage of all material in the text. Lectures will elaborate and build upon the text material. It is recommended that you attend the lectures and complete the readings beforehand. During lectures I will often use video clips to illustrate key features of psychological disorders.

Evaluation: Tests (the mid-term and final) will consist primarily of multiple choice questions, with some fill-in-the-blank and short answer questions. Note that the tests will cover lecture material (including videos shown during class), as well as assigned textbook readings. You will also be required to complete two reflection papers, an essay, and a class presentation.

Schedule:

January 4: Week One	Introduction to Course Ch. 1, Abnormal Behaviour Ch. 2, Models of Abnormal Behavior
January 11: Week Two	Ch. 3 Assessment and Classification of Abnormal Behavior Ch. 5, Anxiety Disorders
January 18: Week Three	Ch. 6, Dissociative Disorders and Somatoform Disorders Ch. 7, Stress Disorders (pp. 175-182 only) Reflection paper #1 due
January 25: Week Four	Ch. 8, Personality Disorders
February 1: Week Five	Ch. 9, Substance abuse disorders
February 8: Week Six	Test on topics from chapters 1, 2, 3, 5, 6, 7 (pp. 175-182), 8 & 9 Ch. 10, Sexual & Gender Identity (viewing of the movie, <i>Kinsey</i>)
February 15: Week Seven	Ch. 10, Sexual & Gender Identity (continued) Ch. 11, Mood disorders
February 22	READING WEEK – NO CLASS!
March 1: Week Eight	Ch. 13, Schizophrenia Reflection paper #2 due
March 8: Week Nine	Ch. 14, Cognitive Disorders
March 15: Week Ten	Ch. 15, Disorders of Childhood & Adolescence Ch. 16, Eating Disorders Essay due
March 22: Week Eleven	Class Presentations
March 29: Week Twelve	Class Presentations

Grade distribution:

Mid-term:	25%
Reflection Papers:	10% (2 papers X 5%)
Essay:	20%
Class Presentation:	15%
Final Exam (non-cumulative):	30%
***BONUS MARKS	(up to 4%)

Notes/Policies:

1) ACE: Please check ACE regularly. I will post announcements, lecture notes, grades, etc.

2) Attendance: To succeed, attend all lectures. I will present material not covered in your textbook (including video clips) and expand on important points in the text.

3) Cell phone policy: Ringing cell phones are a disruption during lecture, as is leaving the room to accept a cell phone call during class (even if the ringer is off). Cell phones must be turned off during lectures.

4) 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, <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, 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, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

5) Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See

http://www.registrar.uwaterloo.ca/students/accom_illness.html

6) Accommodation 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.

7) Final Examination Policy

For Winter 2011, the established examination period is April 8-21, 2011. The schedule will be available in February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <http://www.registrar.uwaterloo.ca/exams/finalexams.html>).

8) Research Experience Marks (BONUS 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 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 using the [SONA](#) online system. All students enrolled in this course have been set up with a SONA account. It is **VERY IMPORTANT** that you get an early start on your studies. For detailed instructions on when and how access your SONA account and for a list of important dates and deadlines please, as soon as possible, click on: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

**** 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: <http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

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 instructor 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 lecture. 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.