

Psychology 397
Research Methods in Personality and Clinical Psychology
(Fall 2012 UW: This schedule is tentative and subject to minor changes)

Instructor: Laurie A. Manwell

Office: TBA

Email: lmanwell@uwaterloo.ca; lmanwell@uoguelph.ca

Class Time & Room: **Sec 01:** Tuesdays & Thursdays 10:30-12:20, HH334

Sec 02: Thursdays 2:30-5:20, HH334

Office Hours: After class or by appointment

Teaching Assistants:

Sec 01: Stephanie Waechter, swaechte@uwaterloo.ca

Sec 02: Jenna Dawson, j4dawson@uwaterloo.ca

Course Description:

This course is about the research methods used in the scientific study of personality and abnormal psychology (psychopathology), with a special emphasis on the nature of the addiction-prone personality and studies of the development and treatment of drug and alcohol addiction. Within the course we will be covering theory, methods, and applications through interactive, experiential and autonomous learning. You will have opportunities to demonstrate your command of the materials through in-class discussions, reflective thinking and writing, an article critique, and a research project and presentation.

Learning Objectives:

1. To come to a better understanding of strengths and weaknesses of various research designs
2. To develop critical-thinking skills through readings, in-class activities, and written assignments
3. To demonstrate understanding of clinical research methods in a written research proposal and project
4. Evaluate research methods and conclusions using a multidisciplinary and comprehensive approach

Course Format and Structure:

Weekly reading assignments will review basics in research methods, provide a framework for understanding current directions and controversies in the field, as well as the methodological approaches used to address these questions. Assigned readings come from both the textbooks and the research literature. Assigned papers will be available online at the ACE/LEARN course website. Please be sure to read the assigned papers and textbook chapters prior to attending class. Class time will include some lecture integrated with small group activities and in-class discussions being introduced after basic concepts are taught.

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 for you to get the most out of this class, please consider the following:
 - Attend all scheduled classes and arrive on time prepared with notes
 - Laptops and other devices are restricted to class-related activities only
 - 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.

Course Website:

There is a course website at <http://uwaterloo.ca> that is password protected and is mandatory for meeting course objectives, including assignments and lecture preparation. Students are expected to familiarize themselves with the website and to contact the instructor and classmates between classes.

Resources:

There are three required course books and one journal article from Maté (2008). Copies of these books will be made available to borrow from the library. Students should also apply for the Textbook and Technology Grant from OSAP:

<https://osap.gov.on.ca/OSAPPortal/en/A-ZListofAid/UCONT004355.html>

REQUIRED Books and Articles:

John, O.P., Robins, R.W., Pervin, L.A. (2010). *Handbook of Personality: Theory and Research*, 3rd ed. New York, NY: Guilford Press.

Kazdin, A.E. (2003). *Research Design in Clinical Psychology*, 4th ed. Boston, MA: Allyn and Bacon.

Maté, G. (2008). *In the Realm of Hungry Ghosts: Close Encounters with Addiction*. Toronto: Alfred A. Knopf Canada.

*Journal Article: Students will sign up for one of the journal articles referenced in Maté (2008) for their article critique. The article must be approved by the instructor and students must provide a copy of the article to the instructor by Thurs. Sept. 20.

Formal Assessment:

The purpose of this course is to expose students to a range of scientific ideas and research in personality and clinical psychology; critical analysis is a key component, particularly in studying multidisciplinary research and theory. Thus, there will be a significant amount of reading, writing, and discussion required to analyze these ideas. Accordingly, students will be graded largely on preparation and participation. Students can achieve a B+ by reading and preparing notes for discussions that summarize the key points and relate to the assignments. To receive an A+, students should extend their analysis to include connections to their own disciplines and other areas of study and a greater-world context, providing explicit examples. In addition, strong interdisciplinary research requires autonomy, initiative, and innovation; these criteria need to be

reflected in the final project to receive at least a B level grade. In general, grades advance or drop depending on both content and style; for an A-/A/A+, the project must demonstrate exceptional thoughtfulness, reasoning, and presentation. “A” projects involve difficult and time-consuming work – and a tremendous investment in your education and development! A solid “B” is a mark of achievement which reflects critical reasoning and/or thorough research and solid writing skills.

Students are required to have completed assigned readings and written notes and bring them to class in order to fully participate in whole class discussions. **As such, students will be required to attend 75% of all lectures and seminars to pass the course.** In cases of medical or otherwise compassionate circumstances, students should contact the instructor and/or TA to determine what arrangements can be made to ensure that course requirements are met and students successfully pass the course.

Course requirements are as follows:

- 1) **Reflection Papers: 10%** (2 x 5% each; Weeks 2-10 inclusive)
- 2) **Seminar Participation and Professionalism: 25%** (All seminars)
- 3) **Article Critique: 15%** (Sign-up and hard-copy of paper due Thurs. Sept. 20; In-class presentation in Weeks 3, 5-10, Sept. 25 - Nov.15)
- 4) **Research Project and Presentation: 50%**
 - **Proposal: 5%** (Thurs. Sept 27 in class; Returned Thurs. Oct. 4)
 - **First draft: 10%** (Thurs. Oct. 25 in class; Returned Thurs. Nov. 8)
 - **Presentation: 5%** (Nov. 20, 22, 27, 29)
 - **Final paper: 30%** (Tues Dec. 4 - Thurs. Dec. 6)

Reflection Papers:

Students will submit a **total of 2 reflection papers** throughout the term based on assigned readings and reflection questions. Students **may choose any two** of the assigned reflection questions and write a 1-2 page (maximum) paper (hard-copy only; 1.5 spaced, 12-pt Times Roman Font, 1” margins all around; APA style) for the corresponding class. Students will be required to make **two copies** – one to be submitted at the beginning of class and one for the student to use as a prompt for any discussions that they may be required to facilitate during that class. The purpose of this assessment tool is: a) to increase discussion participation by having prepared notes to refer to in class, b) for both students and instructor to reflect on what students are learning in each class, c) to practice communicating ideas in both written and oral form, and d) for students to have a series of notes to also use to provide ideas for the article critique and research project. I will not accept any emailed papers, they must be submitted in class in hard-copy, no exceptions.

REFER TO APPENDIX A FOR MARKING RUBRIC

Seminar Participation and Professionalism:

Each week students are expected to participate fully in a professional manner; for example, reviewing assigned readings, offering ideas and asking questions, and demonstrating interest and respect towards peers and their ideas. Time will be made available to focus on preparing for the final research project and presentation. There will also be some new content and readings

assigned for the seminars and students must participate in seminar group work. If you must miss a seminar, please contact the instructor immediately to make arrangements for missed work. REFER TO APPENDIX B FOR RUBRIC

Article Critique & Discussion:

Throughout the entire course, we will be applying the principles learned from John et al. (2010) and Kazdin (2003) in the course to Maté's (2008) interdisciplinary work on the nature of the addiction-prone personality and research on the development and treatment of drug and alcohol addiction. Students will choose one of the journal articles referenced in Maté's (2008) to analyze and share with the class. Students must sign up by Thurs. Sept. 20 and provide a hard copy of the journal article to the instructor (with your name, ID, section, week and chapter at the top). Each article will be presented on the same day that we cover the chapter that it is referenced in. The analysis must be between 3 - 5 pages (1.5 spaced, 12-pt Times Roman Font, 1" margins all around, APA style) and provide at least the following: i) brief summary of the article, ii) merits and limitations of the research, iii) the appropriateness of the research to Maté's use of it in support of his thesis, and iv) how it relates to the theories of personality and psychopathology that we have covered in the course. **If a secondary source article (e.g., review) is used, students must locate and discuss one of the primary source articles (e.g., original research) within that paper also.** Students will share a synopsis of their analysis with the class in an informal discussion and hand in a hard-copy of the paper and the article at the end of that class. The purpose of this assessment tool is i) to demonstrate that students can find and analyze a research paper referenced in a secondary source, ii) think critically about how it was used in the secondary source, and iii) facilitate discussions with peers regarding the merits of both works. REFER TO APPENDIX C FOR RUBRIC AND APPENDIX E FOR THE LIST OF PAPERS AND DATES.

Research Project and Presentation:

Students are permitted to work in small groups depending upon the type of research project.

The research project will consist of an actual proposal, data set analysis and conclusions; the data-set will be theoretical-based (proposed). Students will select an area in personality and clinical psychology and propose a research question to be answered; a complete literature review, introduction and proposed methods section will follow. Students will then create theoretical data, analyze the data and write up the report with conclusions. *The research report MUST be written in past tense AS IF it was actually conducted.* Students are encouraged to consider cutting-edge and controversial topics and carefully explore the evidence for each. The final research report must be between 10-20 pages not including figures, tables and references (1.5 spaced, 12-pt Times Roman Font, 1" margins all around; APA style). Students will have time during seminars to work with the instructor, TA and peers to work on the proper development of a research-based paper. During the last two weeks of classes, students will share a summary of their project with the class. This project is designed to support students' understanding of the overall process of conducting research and communicating to colleagues. **A hard-copy, one-page maximum project proposal with all student names, IDs, and signatures, is due in class on Thurs. Sept. 27 and will be returned on Tues. Oct. 4 by the instructor. All projects must be approved by the instructor in writing to receive a final grade.** STUDENTS ARE ADVISED NOT TO MISS PRESENTATION CLASSES. REFER TO APPENDIX D FOR RUBRIC

SCHEDULE OF TOPICS

Class/Topic	TUESDAYS: Required Readings and Reflections	THURSDAYS: Required Readings and Reflections
<p>WK 1</p> <p>Tues. Sept. 11</p> <p>&</p> <p>Thurs. Sept. 13</p>	<p>- Introductions and course overview</p> <p><i>Read Kazdin (2003) (p. 1-12)</i></p> <p>- <i>Ch. 1: Introduction: Methodology & Research Design</i></p> <p><i>Read Maté (2008) (p. 1-3)</i></p> <p>- Intro: The Realm of Addiction (Key questions to answer regarding the nature of the addiction-prone personality)</p> <p>- Perception: “What you see depends on how you look” and the importance of investigating how science is “framed” by those presenting it</p>	<p><i>Read Kazdin (2003)</i></p> <p>-Ch. 17: Ethical Issues and Guidelines for Research (p. 497-518, 528-531)</p> <p>- Main sources of error in scientific inquiry and communication</p> <p>- How to identify and address potential “unknowns” in the early stages of interdisciplinary research (e.g., finding out what you <i>don’t know</i> that you <i>need to know</i> in a new field)</p> <p>- Activities for generating ideas for individual/groups projects and presentations</p> <p>- Scavenger hunt on PubMed for primary, secondary and tertiary research articles</p>
<p>WK 2</p> <p>Tues. Sept. 18</p> <p>&</p> <p>Thurs. Sept. 20</p>	<p><i>Read John et al. (2010)</i></p> <p>- Ch. 1: History of Modern Personality Theory and Research (p. 7-19)</p> <p>- Ch. 8: Personal Narratives and The Life Story (p.242, 248-250, 256-257)</p> <p><i>Read Maté (2008) (p. 7-32)</i></p> <p>- <i>Ch. 1-2: Introduction to the Portland Hotel Society and Clients</i></p> <p>- Activities for generating ideas for individual/group projects and presentations</p> <p><i>Reflection:</i> Describe one of the dominant paradigms in your current discipline and one from another discipline that you are less familiar with. What methods of analysis would you use to explore the validity of each one? What questions would you ask to find a bridge to integrate these paradigms – or forge new ones? For example, if you are majoring in social psychology how would you attempt to better understand human nature from a biological/evolutionary perspective – and even integrate these different perspectives? What is the nonthetic-idiographic dichotomy (p. 7, 256-257)? How does Maté attempt to resolve this dichotomy and integrate multiple perspectives in his thesis on the addiction-prone personality?</p>	<p><i>Read Kazdin (2003)</i></p> <p>- Ch. 5: Selection of the Research Problem and Design (p. 110-129)</p> <p><i>Reflection:</i> As you review chapter 5 think about how you will address some of these issues in your own research project. Give at least two concrete examples. To help you organize your plans, create a mind-map that includes the research problem at the center with connections outward to theory, hypothesis, design, variables, participants, implications for special and general populations, etc...</p> <p>Project proposal writing:</p> <p>- Discussions and feedback on project proposals due next week</p> <p>*Article Critique Papers Due in Hard Copy*</p>

<p>WK 3</p> <p>Tues. Sept. 25</p> <p>&</p> <p>Thurs. Sept. 27</p>	<p><i>Read John et al. (2010)</i> - Ch. 29: Self-Regulatory Processes, Stress and Coping (p. 730-738)</p> <p><i>Read Maté (2008) (p. 33-46)</i> - Ch. 3: The Keys of Paradise: Addiction as a Flight from Distress (Social and psychophysiological aspects of substance dependence)</p> <p><i>Reflection:</i> Self-regulation plays a significant role in understanding how people experience stress and cope with it. According to Carver et al. (2010 p. 730), “from the self-regulatory viewpoint...stress occurs when people encounter obstacles to attaining desired goals or avoiding anti-goals. Coping involves efforts to create conditions that foster continued movement toward desired goals (or away from anti-goals) or efforts to disengage from goals that are seen as no longer attainable.” Describe the types of stressors that Maté’s patients encounter on a daily basis and their coping mechanisms. How does their ability, or inability, to self-regulate their actions affect both their stress levels and coping strategies?</p>	<p><i>Read Kazdin (2003)</i> - Ch. 5: Selection of the Research Problem and Design (p. 130-145)</p> <p><i>Reflection:</i> As you review chapter 5 think about how you will address some of these issues in your own research project. Give at least two concrete examples. To help you organize your plans, create a mind-map that includes the research problem at the center with connections outward to theory, hypothesis, design, variables, participants, implications for special and general populations, etc...</p> <p>*Research Project Proposal Due in Hard Copy*</p>
<p>WK 4</p> <p>Tues. Oct. 2</p> <p>&</p> <p>Thurs. Oct. 4</p>	<p><i>Read John et al. (2010)</i> - Ch. 17: Identity Negotiation (448, 453-456)</p> <p><i>Read Maté (2008) (p. 47-97)</i> - Ch. 4-8: Early Life Stories - Development & Addiction</p> <p><i>Reflection:</i> According to Swann and Bosson (2010 p. 448) “identities systematically influence the personas people assume in specific contexts, as well as the conditions under which they assume them...people avoid personas that are disjunctive with important identities, preferring instead personas that exemplify their enduring conceptions of who they are.” Provide examples of how Maté’s patients demonstrate this aspect of identity negotiation in their everyday lives. How does Maté describe his own process of identity negotiation?</p>	<p><i>Read Kazdin (2003)</i> - Ch. 2: Drawing Valid Inferences I: Internal and External and Validity (p.23-53)</p> <p><i>Reflection:</i> Give an example of how the same research project could be altered to i) enhance internal validity over external validity, ii) vice versa, and possibly both together.</p> <p>*Research Project Proposal Returned*</p>

<p>WK 5</p> <p>Tues. Oct. 9</p> <p>&</p> <p>Thurs. Oct. 11</p>	<p><i>Read John et al. (2010)</i> - Ch. 9: Temperament (p. 280-281) - Ch. 12: Personality in Animals (p. 339-342)</p> <p><i>Read Maté (2008) (p. 101-139)</i> - Ch. 9-12: <i>Acquisition of Addiction</i></p> <p><i>Reflection:</i> How does Maté (2008) integrate the sociocultural perspectives on drug addiction with scientific studies of brain and personality development? How are animal models useful in understanding human behaviour? What questions do you have after reading about Dr. Alexander’s Rat Park research and his report to the Canadian Senate on the “Myth of Drug-Induced Addiction”?</p>	<p><i>Read Kazdin (2003)</i> Ch. 3: Drawing Valid Inferences II: Construct and Statistical Conclusion Validity (p. 56-66)</p> <p><i>Reflection:</i> What is construct validity and some common threats to it in research? Can you identify any threats to construct validity in your own research proposal? How will you address them? What is the purpose of double- and triple-blind studies? How realistic is it in actual practice? If research cannot be conducted this way, how can the researchers address such potential problems? Give a couple of concrete examples.</p>
<p>WK 6</p> <p>Tues. Oct. 16</p> <p>&</p> <p>Thurs. Oct. 18</p>	<p><i>Read John et al. (2010)</i> - Ch. 10: Behavioral Genetics and Personality: A New Look at the Integration of Nature and Nurture (p. 288-291, 304-305) - Ch. 11: Toward a “Molecular Psychology” of Personality (p. 311-313, 321-322)</p> <p><i>Read Maté (2008) (p. 140-175)</i> - Ch. 13-16: <i>A Different State of the Brain</i></p> <p><i>Reflection:</i> Describe some mechanisms by which gene expression and a person’s environment interact to shape various aspects of personality (e.g., dopamine D4 receptor gene and traits related to novelty seeking; 5-HTT short allele and stressful life events). In response to one of Maté patients, who confided that, “the first time I did heroin it felt like a warm soft hug,” Maté states in the book the following: “In that phrase she told her life story and summed up the psychological and chemical cravings of all substance-dependent addicts.” (p. 157) Discuss in detail what Maté’s argument is and how and why he integrates the science of addiction with personal biographies of addiction to frame his conceptualizations of human behavior.</p>	<p><i>Read Kazdin (2003)</i> Ch. 3: Drawing Valid Inferences II: Construct and Statistical Conclusion Validity (p. 66-79)</p> <p><i>Reflection:</i> What is statistical conclusion validity and some common threats to it in research? Can you identify any threats to statistical conclusion validity in your own research proposal? How will you address them? What is the purpose of double- and triple-blind studies? If research cannot be conducted this way, how can the researchers address such potential problems? Give a couple of concrete examples.</p>

<p>WK 7</p> <p>Tues. Oct. 23</p> <p>&</p> <p>Thurs. Oct. 25</p>	<p><i>Read John et al. (2010)</i> - Ch. 13: Parents' Role in Children's Personality Development: The Psychological Resource Principle (p. 351-367)</p> <p><i>Read Maté (2008) (p. 179-208)</i> - Ch.17-19: <i>How the Addicted Brain Develops: Trauma, Stress and the Biology of Addiction</i></p> <p><i>Reflection:</i> Discuss the effects of Adverse Childhood Experiences (ACEs) on early brain development in humans and animals. Discuss some of the research that indicates that parents' behaviour has a significant effect on children's personalities. Describe how these early life experiences shape personality.</p>	<p><i>Read Kazdin (2003)</i> - Ch. 4: Sources of Artifact and Bias (p. 82-107)</p> <p><i>Reflection:</i> As you review chapter 4 think about how you will address some of these issues in your own research project. Give at least two concrete examples. What is the "file-drawer" problem? What broader implications for research and society does it have? How would you attempt to address this problem?</p> <p>*First Draft of Research Project Due Hard Copy*</p>
<p>WK 8</p> <p>Tues. Oct. 30</p> <p>&</p> <p>Thurs. Nov. 1</p>	<p><i>Read John et al. (2010)</i> - Ch. 20: Attachment Theory and Its Place in Contemporary Personality Theory and Research (p. 518-535)</p> <p><i>Read Maté (2008) (p. 213-247)</i> - Ch.20-22: Addiction Process & Addictive Personality</p> <p><i>Reflection:</i> Discuss the evolution of attachment theory and the contributions of neuroscience to understanding how interactions between parents and children affect brain and personality development. What is proximate separation and what impact has research demonstrated that it has on early psychophysiological development?</p>	<p><i>Read Kazdin (2003)</i> - Ch. 6: Experimental Research (p. 149-181)</p> <p><i>Reflection:</i> As you review Chapter 6 think about how you will address some of these issues in your own research project. Give at least two concrete examples. Which, if any, of the types of designs discussed could be used with Maté's patients? If not, explain why and suggest an alternative research design.</p>
<p>WK 9</p> <p>Tues. Nov. 6</p> <p>&</p> <p>Thurs. Nov. 8</p>	<p><i>Read John et al. (2010)</i> - Ch. 30: Personality and Psychopathology (p. 743-748, 754-761)</p> <p><i>Read Maté (2008) (p. 251-325)</i> - Ch. 23-28: <i>Imaging a Humane Reality: Beyond the War on Drugs</i></p> <p><i>Reflection:</i> Discuss Maté's views on addiction and social policy: Why would you agree or disagree with that position? Taking the position of a politician, what additional scientific information would you require in order to make the most informed social policies? What is the next step?</p>	<p><i>Read Kazdin (2003)</i> - Ch. 7: Control and Comparison Groups (p. 184-200)</p> <p><i>Reflection:</i> As you review Chapter 7 think about how you will address some of these issues in your own research project. Considering our discussions on the influence of the fetal environment on brain development, discuss some potential problems involved in studies of monozygotic and dizygotic twins. (Hint: see Appendix I in Maté (2008).</p> <p>*First Draft of Research Project Returned*</p>

<p>WK 10 Tues. Nov. 13 & Thurs. Nov. 15</p>	<p><i>Read John et al. (2010)</i> - Ch. 5. The Five-Factor Theory of Personality (p. 159-165)</p> <p><i>Read Maté (2008) (p. 329-397, 409-418)</i> - Ch. 29-34: The Ecology of Healing - Appendix I: Adoption and Twin Study Fallacies - Appendix II: Attention Deficit Disorder & Addiction</p> <p><i>Reflection:</i> Using the framework of the “Universal Personality System” (p. 162-3), discuss the interaction between personality and how a person learns to respond to their environment. Describe the key components of the Universal Personality System that the UCLA School of Medicine’s Four-Step Self-Treatment Method (p. 354-362) taps into. Describe how you can use what you have learned from Maté’s book to guide your inquiries as a researcher.</p>	<p><i>Read Kazdin (2003)</i> - Ch. 9: Observational Research: Case-Controlled and Cohort Designs (p. 233-251) - Ch. 10: The Case Study and Single-Case Research Designs (p. 265-273)</p> <p><i>Reflection:</i> Discuss the advantages and disadvantages these types of research designs. Which, if any, of the types of designs discussed could be used with Maté’s patients? If not, explain why and suggest an alternative research design.</p>
<p>WK 11 Tues. Nov. 20 & Thurs. Nov. 22</p>	<p>Class Presentations</p> <p>*5-6 presentations to be scheduled at 10 min each</p>	<p>Class Presentations</p> <p>*5-6 presentations to be scheduled at 10 min each</p>
<p>WK 12 Tues. Nov. 27 & Thurs. Nov. 29</p>	<p>Class Presentations</p> <p>*5-6 presentations to be scheduled at 10 min each</p>	<p>Class Presentations</p> <p>*5-6 presentations to be scheduled at 10 min each</p> <p>Last Class! Course Evaluations</p> <p>Looking Ahead....</p>
<p>WK 13 Tues. Dec. 4 & Thurs Dec. 6</p>	<p>No Classes:</p> <p>Early Submission to TA by 4 pm: Research Project Due (Hard-Copy)</p>	<p>No Classes:</p> <p>Final Date to Submit to TA by 4 pm: Research Project Due (Hard-Copy)</p>

Relevant Rules and Regulations

Late Policy

The penalty for late assignments handed in on the same day but AFTER the designated time period (i.e. during class) is 2%. After that, a 5% penalty is applied each day (including Saturday and Sunday).

Communication

As per university regulations, all students are required to check their <uwaterloo.ca> e-mail account regularly. E-mail is the official route of communication between the university (including your instructor) and its students. You are already enrolled in the course's portal, which can be accessed from the University's home page by clicking "LEARN."

Incomplete Course Requirements

When you find yourself unable to meet a course requirement because of illness or personal difficulties, please advise the course instructor in writing. Where possible, this should be done in advance of the missed work or event, but otherwise, as soon as possible. The instructor may request appropriate documentation. Such documentation will rarely be required for courses components representing less than 10% of the course grade. Such documentation will be required for Academic Consideration for missed end-of-term work and missed final exams. For more information on regulations and procedures for Academic Consideration, please refer to the Undergraduate Calendar or the Psychology Department website.

Academic Misconduct

The University of Waterloo takes a very serious view of Academic Misconduct, *and it is your responsibility as a student to be aware of and to abide by the University's policy*. Academic misconduct includes plagiarism, cheating on examinations, misrepresentation, and submitting the same material in two different courses without written permission. All submitted work is expected to have been done independently by the student. Anyone suspected of academic misconduct will have his or her case reviewed by the Associate Dean (i.e. it's out of your instructor's hands!) and may result in serious penalties, up to and including expulsion from the University. There are no warnings or second chances with respect to academic misconduct. To better understand your responsibilities regarding appropriate academic conduct, read the Undergraduate Calendar for a statement of Students' Academic Responsibilities; also read the full Academic Misconduct Policy. If you are ever concerned about inadvertently misrepresenting yourself, for example, when doing group assignments or quoting from texts, you are advised to make use of the resources available through the Learning Commons and to discuss the matter with your course instructor, TA, or academic counselor.

Drop Date

The last date to drop one-semester Fall 2012 courses, without academic penalty, is Friday Sept. 28, 2012. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

Copies of Out-of-Class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Description of Grades: You are probably familiar with the University's grading scheme:

A+	90-100%	C	63-66
A	85-89	C-	60-62
A-	80-84	D	57-59
B+	77-79	D-	50-52
B	73-76	F	0-49
B-	70-72		

But how do you get an A in this course?

The purpose of this course is to expose students to ideas that will revolutionize multidisciplinary research; however, these ideas are increasingly complex and sophisticated and thus require a broader context within which to understand them. Thus, there will be a significant amount of reading and discussion required to analyze these ideas. Accordingly, students will be graded largely on preparation and participation. Students can achieve a B+ by reading and preparing notes for discussions that summarize the key points and relate to the assigned reflections. To receive an A+, students should extend their analysis to include connections to their own disciplines and other areas of study and a greater-world context, providing explicit examples in class. In addition, strong interdisciplinary research requires autonomy, initiative, and innovation; these criteria need to be reflected in the summative project to receive a B level grade. In general, grades advance or drop depending on both content and style; for an A-/A-/A+, the project must demonstrate exceptional thoughtfulness, reasoning, and presentation. "A" projects involve difficult and time-consuming work – and a tremendous investment in your education and development! A solid "B" is a mark of achievement which reflects critical reasoning and/or thorough research and solid writing skills.

80-100 (A) Excellent An outstanding performance in which the student demonstrates superior grasp of the subject matter and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creativity and/or logical thinking, a superior ability to organize, to analyse and to integrate ideas, and a thorough familiarity with the relevant literature and techniques.

70-79 (B) Good A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the relevant literature and techniques.

60-69 (C) Satisfactory An adequate performance in which the student demonstrates a generally Adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the relevant literature and techniques.

50-59 (D) Poor A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the relevant literature and techniques.

0-49 (F) Fail An inadequate performance.

UW-ACE/LEARN:

UW-ACE/LEARN will be used on a regular basis for the course. In addition to the course outline, you will find lecture slides, assignments, and useful resources on the UW-ACE/LEARN website. You are advised to check the [UW Home Page](http://www.uwaterloo.ca/) (<http://www.uwaterloo.ca/>) as well as UW-ACE/LEARN for important announcements should an emergency arise.

E-Mail Communication:

The preferred methods of e-mail communication with your instructors and teaching assistants are: (1) messages to e-mail addresses listed on the front of this course outline, or (2) messages through the course account in UW-ACE/LEARN.

It is your responsibility to check e-mail regularly for important and time sensitive messages. You should use your UW account for all e-mail correspondence to UW personnel for reasons such as identification, reliability, and security. Note that higher priority may be given to e-mail received from UW accounts versus other accounts such as hotmail, yahoo, etc. See "[Official Student Email Address](#)" for further details:

<http://www.adm.uwaterloo.ca/infocist/emailuse.html>

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 ACE, the outline on ACE will be deemed the official version. Outlines on ACE may change as instructors develop a course, but they become final as of the first class meeting for the term.

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.

Accommodation due to Illness or Bereavement:

Students who are requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

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 a missed assignment deadline or midterm test, the instructor will either a) waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or b) provide an extension.

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.

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 Affairs (Dr. Myra Fernandes) is available for consultation and to mediate a resolution between the student and instructor. Dr. Fernandes's contact information is as follows:

Email: 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:

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. 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/>

A Few Other Notes:

All students should activate their UW computer accounts each term. The accounts give students access to applications such as word processing, statistical and graphics packages, and electronic email as well as access to the Internet. For those who are not planning to use their UW email addresses, please do one of the following things:

- change your email address on QUEST to the one that you want posted on the University Directory, or
- on the UW account, arrange for the email from your UW account to be forwarded to your alternate email address.

Psychology majors should check the Psychology Undergraduate Web Site (<http://www.psychology.uwaterloo.ca/ugradprog/>) regularly for updates (e.g., psychology course offerings for F/W/S, volunteer and/or part-time paid research positions, application deadlines for scholarships, etc.)

APPENDIX A

Reflection Papers: 10% (*Total of 2 papers at 5% each*)

Content and Comprehension: /20

- 0-4: Does not meet the minimum criteria for acceptable work.
- 5-8: Minimally acceptable. Demonstrates limited writing skills, organization and interpretation of text; did not answer questions; many grammatical and spelling errors.
- 9-13: Acceptable. Adequate writing skills, organization and interpretation of text; demonstrates that student has read the assigned readings; incomplete answers to questions; some grammatical and spelling errors.
- 14-17: More than adequate writing skills, organization and interpretation of text; demonstrates that student has read and understands the basic ideas in the assigned readings; summaries are concise and coherent; answered most questions; few grammatical and spelling errors.
- 18-20: Outstanding performance in which the student demonstrates superior writing skills, organization, and interpretation of text; student fully answered reflection questions with insight and/or provided additional information; few or no grammatical or spelling errors.

Discussion Facilitation and Answers: /5

- 0-1: Does not meet the minimum criteria for acceptable work.
- 1.5-2: Minimally acceptable. Demonstrates limited reflective and/or critical thinking skills; not engaged in facilitating group discussion.
- 2.5-3: Acceptable. Demonstrates some reflective and/or critical thinking skills; partially engaged in facilitating group discussion.
- 3.5-4: More than adequate reflective and/or critical thinking skills; demonstrates that student paid attention during class and considered the ideas presented; adequately engaged in facilitating group discussion.
- 4.5-5: Outstanding performance in which the student demonstrates superior reflective and / or critical thinking skills; demonstrates student is engaged with the ideas presented; fully engaged in facilitating group discussion.

Comments:

APPENDIX B

Seminar Participation and Professionalism: 25%

Attendance and Participation: /10

- 0-2: Does not meet the minimum criteria for acceptable work; missed many seminars.
- 3-4: Minimally acceptable. Demonstrates limited preparation for seminars; lack of respect for Instructor, seminar leaders and peers; missed some seminars and did not make-up work.
- 5-6: Acceptable. Demonstrates some preparation for seminars; interacts with instructor, seminar leaders and peers in a respectful manner; listens and responds to ideas and offers own ideas; made up work from any missed seminars.
- 7-8: More than adequate preparation and participation; demonstrates consistent and positive interactions with instructor, seminar leaders and peers; openly shares insights and encourages others to reciprocate; no missed seminars or made up work from all missed seminars.
- 9-10: Outstanding performance in which the student demonstrates superior preparation and participation; demonstrates consistent and positive interactions with instructor, seminar leaders and peers; consistently engages with others by respectfully offering and critiquing ideas; no missed seminars or made up work from all missed seminars.

Comments:

APPENDIX C

ARTICLE CRITIQUE: 15%

Content and Comprehension: /10

- 0-2: Does not meet the minimum criteria for acceptable work.
- 3-4: Minimally acceptable. Demonstrates limited writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; many grammatical and spelling errors.
- 5-6: Acceptable. Adequate writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; demonstrates that student has read the assigned readings and applied the content and critical thinking principles to his/her work; some grammatical and spelling errors.
- 7-8: More than adequate writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; demonstrates that student has read the assigned readings and applied the content and critical thinking principles to his/her work; student uses evidence to support arguments as taught during seminars and according to John et al. (2010), Kazdin (2003) and Maté (2008); few grammatical and spelling errors.
- 9-10: Outstanding performance in which the student demonstrates superior writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; student uses evidence to support arguments as taught during seminars and according to John et al. (2010), Kazdin (2003) and Maté (2008); student engages the reader with insight, critical arguments, and novel and/or unique perspective; almost no grammatical or spelling errors.

Approach to Questions: /10

- 0-2: Does not meet the minimum criteria for acceptable work. Topic is unacceptable.
- 3-4: Minimally acceptable. Demonstrates limited reflective and/or critical thinking skills; did not answer any of the assigned essay questions.
- 5-6: Acceptable. Demonstrates some reflective and/or critical thinking skills; answered some of the essay questions or partially answered questions; incomplete evidence and arguments presented.
- 7-8: More than adequate reflective and/or critical thinking skills; partially answered all of the essay questions; supportive evidence and clear arguments presented.
- 9-10: Outstanding performance in which the student demonstrates superior reflective and / or critical thinking skills; thoroughly answered all of the essay questions; strong evidence and balanced arguments presented; student engages reader topic and various perspectives; student takes a risk focusing on controversial and/or less well known information/positions.

Comments:

APPENDIX D

Project Proposal: Approved or Not Approved: 5%

Proposed Area of Research: _____/10

The proposed area of research is relevant to the study of personality and clinical psychology. The research area is novel, with clear significance, and the corresponding research hypothesis is something that could be plausibly addressed through an appropriately designed study.

0-2: Topic is not acceptable.

3-4: Minimally acceptable.

5-6: Acceptable.

7-8: More than adequate.

9-10: Outstanding.

Literature Search and References: _____/10

The literature search consists of primary and secondary research articles relevant to the study of personality and clinical psychology. References cover both general theory and specific hypotheses tested and reported in reputable academic journals.

0-2: References are not acceptable.

3-4: Minimally acceptable.

5-6: Acceptable.

7-8: More than adequate.

9-10: Outstanding.

Comments:

Student(s): _____

RESEARCH PROJECT AND PRESENTATION: 1st Draft: 10% / 2nd Draft: 30% / Presentation: 5%

Proposed Area of Research: _____ /10

The proposed area of research is relevant to the study of personality and clinical psychology. The research area is novel, with clear significance, and the corresponding research hypothesis is something that could be plausibly addressed through an appropriately designed study.

0-2: Topic is not acceptable.

3-4: Minimally acceptable.

5-6: Acceptable.

7-8: More than adequate.

9-10: Outstanding.

Comments:

Logical Flow of the Paper: _____ /30

The rationale for the study is based on logical conclusions drawn from the literature review. Introduction begins with the broad overview of the topic and narrows in on the literature related to the specifics of the research question, including the degree of integration and synthesis of ideas. The introduction should include a rationale and clearly and specific hypothesis.

0-6: Does not meet the minimum criteria for acceptable work.

7-12: Minimally acceptable. Demonstrates limited writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; many grammatical and spelling errors.

13-18: Acceptable. Adequate writing skills, organization, interpretation of primary and secondary sources, logical flow of ideas, and moderate ability to examine the material in a constructive manner; adequate understanding of the relevant issues and methods; demonstrates that student has read the assigned readings and applied the content and critical thinking principles to his/her work; some grammatical and spelling errors.

19-24: More than adequate writing skills, organization, interpretation of primary and secondary sources, logical flow of ideas and an ability to organize and examine the material in a constructive manner; demonstrates that student has read the assigned readings and applied the content and critical thinking principles to his/her work; student uses evidence to support arguments as taught during seminars and according to John et al. (2010), Kazdin (2003) and/or Mate (2008); few grammatical and spelling errors.

25-30: Outstanding performance in which the student demonstrates superior writing skills, organization, interpretation of primary and secondary sources, and logical flow of ideas; superior development and execution of ideas; student uses evidence to support arguments as taught during seminars and according to John et al. (2010), Kazdin (2003) and/or Mate (2008); student engages the reader with insight, critical arguments, and novel and/or unique perspective; almost no grammatical or spelling errors.

Comments:

Methodology: _____ /15

Are the methods organized under appropriate headings (participants, materials or apparatus, procedure) and is the study replicable based on the information provided?

0-3: Does not meet the minimum criteria for acceptable work.

4-6: Minimally acceptable. Demonstrates familiarity with research methods appropriate to the study of the proposed aspect of personality and clinical psychology, some understanding for the relevant issues and techniques.

7-9: Acceptable. An adequate grasp of the research methods, and a moderate ability to examine the material in a constructive manner. Adequate understanding of the relevant issues and techniques.

10-12: More than adequate, a thorough grasp of the relevant research methods, and an ability to organize and examine the material in a constructive manner. Good understanding of the relevant issues and techniques.

13-15: Outstanding performance in which the student demonstrates superior grasp of the appropriate research methods, and an ability to critically address the outstanding question of research in a thorough and constructive manner.

Comments:

Statistical Analysis and Results: /15

Appropriate statistical procedures have been selected and statistics are organized and appropriately reported according to APA guidelines.

- 0-3: Does not meet the minimum criteria for acceptable work.
- 4-6: Minimally acceptable. Demonstrates familiarity with the statistical methods, some understanding of the relevant statistics to be reported.
- 7-9: Acceptable. An adequate grasp of the statistical methods and understanding of the statistics to be reported.
- 10-12: More than adequate, a thorough grasp of the statistical methods and a good understanding of the statistics to be reported.
- 13-15: Outstanding performance in which the student demonstrates superior grasp of the statistical methods and reporting techniques.

Comments:

Discussion: /20

The discussion begins with the hypothesis restated, and a brief non-statistical summary of the results, followed by a discussion of the findings. Results are evaluated within the context of the literature reviewed in the introduction and implications of the findings are reviewed. Finally, the importance/relevance of findings, conclusions and limitations and future directions are discussed.

- 0-5: Does not meet the minimum criteria for acceptable work.
- 6-10: Minimally acceptable. Demonstrates limited writing skills, organization and interpretation of findings.
- 11-15: Acceptable. Adequate writing skills, organization and interpretation of findings. Moderate understanding of the literature and synthesis of ideas.
- 16-18: More than adequate writing skills, organization and interpretation of findings, and an ability to organize and examine the material in a constructive manner. Good understanding of the relevant issues and a familiarity of the appropriate literature and synthesis of ideas.
- 19-20: Outstanding performance in which the student demonstrates superior writing skills, organization and interpretation of findings. Superior development and execution of ideas.

Comments:

Clarity, Writing Style, APA Format: /10

The extent to which APA style was adhered to throughout the proposal, including references, citations, figures, tables, and formatting of the paper (e.g., failure to use in text citations, reference page, improper use of quotations, title page does not include running head, etc...)

- 0-2: Not acceptable. Many spelling, typo, or grammatical errors, or deviations from APA format.
- 3-6: Minimally written. Moderate degree of spelling, typo, or grammatical errors, or deviations from APA format.
- 7-8: Well written. Few spelling, typo, or grammatical errors, or deviations from APA format.
- 9: Very well written. Very few spelling, typo, or grammatical errors, or deviations from APA format.
- 10: Outstanding writing. Almost no spelling, typo, or grammatical errors, or deviations from APA format.

Comments:

Grade: /100

Article Critiques

Week 3: Read Maté (2008) (p. 25-32)

- Ch. 3: The Keys of Paradise: Addiction as a Flight from Distress (Social and psychophysiological aspects of substance dependence)

- Eisenberger et al 2003 Does rejection hurt? An fMRI study of social exclusion. *Science*, 10: 290-292.
- Dube et al 2003 Childhood abuse neglect and household dysfunction and the risk of illicit drug use - The Adverse Childhood Experiences Study. *Pediatrics*, 111: 564-572.

Week 4: Read Maté (2008) (p. 47-97)

- Ch. 4-8: Early Life Stories - Development & Addiction

No Critiques Week 4

Week 5: Read Maté (2008) (p. 101-139)

- Ch. 9-12: Acquisition of Addiction

- Bozarth and Wise 1984 Anatomically distinct opiate receptor fields mediate reward and physical dependence. *Science*, 4: 516-517.
- Aronoff 2000 Opioids in chronic pain management: Is there a significant risk of addiction? *Current Review of Pain*, 4(2): 112-121.
- Furlan et al 2006 Opioids for chronic noncancer pain - a meta-analysis of effectiveness and side effects. *CMAJ*, 174 (11): 1589-94.
- Ytterberg et al 1998 Codeine and oxycodone use in patients with chronic rheumatic disease pain. *Arthritis and Rheumatism*, 41(9): 1603-12.
- Robins et al 1975 Narcotic use in Southeast Asia and afterward. *General Archives of Psychiatry*, 23: 955-961.
- Anthony et al 1994 Comparative epidemiology of dependence on tobacco alcohol controlled substances and inhalants – national comorbidity study. *Experimental and Clinical Psychopharmacology*, 2: 244-268.
- Alexander 2001 The myth of drug-induced addiction. *Report to the Canadian Senate*.
- Morgan et al 2002 Social dominance in monkeys - Dopamine D2 receptors and cocaine self-administration. *Nature Neuroscience*, 5 (2): 169-174.
- Alexander et al 1981 Effects of early and later colony housing on oral ingestion of morphine in rats. *Psychopharmacology Biochemistry and Behavior*, 58: 175-179
- Panskeep et al 1980 Endogenous opioids and social behavior. *Neuroscience and Biobehavioral Reviews*, 4: 473-87.

Week 6: Read Maté (2008) (p. 140-175)

- Ch. 13-16: A Different State of the Brain

- O'Brien 2003 Research advances in the understanding and treatment of addiction. *The American Journal on Addiction*, 12: 836-847.
- Bartzokis et al 2002 Brain maturation may be arrested in chronic cocaine addicts. *Biological Psychiatry*, 5(8): 605-611.
- Goldstein and Volkow 2002 Drug addiction and its underlying neurobiological basis - neuroimaging evidence for the involvement of the frontal cortex. *American Journal of Psychiatry*, 159, 1642-1652.
- Nader et al 2006 PET imaging of dopamine D2 receptors during chronic cocaine self-administration in monkeys. *Nature Neuroscience*, 9: 1050-1057.
- Koob 1992 Drugs of abuse - anatomy pharmacology and function of reward pathways. *Trends in Pharmacological Science*, 13: 177-184.

- Moles et al 2004 Deficit in attachment behavior in mice lacking the mu-opioid receptor gene. *Science*, 304: 1983-1986.
- Zubieta et al 2003 Regulation of human affective responses by anterior cingulate and limbic mu-opioid neurotransmission. *Archives of General Psychiatry*, 60: 1145-1153.
- Bencherif et al 2004 Mu-opioid receptor binding measured by PET is related to craving and mood in alcohol dependence. *Biological Psychiatry*, 55: 255-262.
- Gorelick et al 2005 Imaging mu-opioid receptors in abstinent cocaine users - time course and relation to cocaine craving. *Biological Psychiatry*, 57: 1573-1582.
- Volkow et al 2001 Low level of brain dopamine D2 receptors in methamphetamine abusers. *American Journal of Psychiatry*, 158: 2015-2021.
- Self 2004 Regulation of drug-taking and -seeking behaviors and mesolimbic dopamine system. *Neuropharmacology*, 47: 252-255.
- London et al 2000 Orbitofrontal cortex and human drug abuse - functional imaging. *Cerebral Cortex*, 10: 334-342.
- Dom et al 2005 Substance use disorders and the orbitofrontal cortex. *British Journal of Psychiatry*, 187: 209-220.

Week 7: Read Maté (2008) (p. 179-208)

- Ch.17-19: Trauma, Stress and the Biology of Addiction

- Perry et al 1995 Childhood trauma the neurobiology of adaptation and use-dependent development of the brain - how states become traits. *Infant Mental Health Journal*, 16: 271-291.
- Gunnar and Donnell 2002 Social regulation of the cortisol levels in early human development. *Psychoneuroendocrinology*, 27(1-2), 199-220.
- Meaney et al 2002 Environmental regulation of the development of mesolimbic dopamine systems - a neurobiological mechanism for vulnerability to drug addiction. *Psychoneuroendocrinology*, 27: 127-138.
- Gordon 2002 Early environmental stress and biological vulnerability to drug abuse. *Psychoneuroendocrinology*, 27: 115-126.
- Anderson et al 2002 Abnormal T2 relaxation time in the cerebellar vermis of adults sexually abused in childhood - potential role of the vermis in stress-enhanced risk for drug abuse. *Psychoneuroendocrinology*, 27: 231-44.
- Joseph 1999 Environmental influences on neural; plasticity the limbic system emotional development and attachment - a review. *Child Psychiatry and Human Development*, 29: 189-208.
- Clarke et al 1996 Rearing experience and biogenic amine activity in infant rhesus monkeys. *Biological Psychiatry*, 40: 338-352
- DeBellis et al 1999 Developmental traumatology Part I- Biological Stress Systems. *Biological Psychiatry*, 45: 1271-1284.
- Higley et al 1999 Nonhuman primate model of alcohol abuse - effects of early experience personality and stress on alcohol consumption. *PNAS*, 88: 7261-7265.
- Teicher 2000 Wounds that time won't heal - the neurobiology of child abuse. *Cerebrum*, 2.
- Gelernter and Kranzler 1999 D2 dopamine receptor gene allele and haplotype frequencies in alcohol dependent and control subject. *Neuropsychopharmacology*, 20: 640-49.
- Vythilingam et al 2002 Childhood trauma associated with smaller hippocampal volume in women with major depression. *American Journal of Psychiatry*, 159: 2072-80.
- Kraemer et al 1991 Strangers in a strange land - Psychobiological study of infant monkeys before and after separation from real or inanimate mothers. *Child Development*, 62(3): 548-66.
- Pohorecky 1990 Interaction of ethanol and stress - research with experimental animals. *Alcohol and Alcoholism*, 2-3: 263-76.
- Dube et al 2006 Adverse childhood experiences and the association with ever using alcohol and drug use

- during adolescence. *Journal of Adolescent Health*, 38: 441-444.
- Heim et al 2000 Pituitary-adrenal and autonomic responses to stress in women after sexual and physical abuse in childhood. *JAMA*, 284(5): 592-97
 - Pedersen 2004 Biological aspects of social bonding and the roots of human violence. *Annals of the New York Academy of Sciences*, 1036: 106-127.
 - Brady and Sonne 1999 Role of stress in alcohol use alcoholism treatment and relapse. *Alcohol Research and Health*, 23(4): 263-71.
 - Piazza and LeMoal Pathophysiological basis of vulnerability to drug abuse - role of an interaction between stress glucocorticoids and dopaminergic neurons. *Annual Review of Pharmacology and Toxicology*, 36: 359-78.
 - Papp et al 1994 Parallel changes in dopamine D2 receptor binding in limbic forebrain associated with chronic mild stress-induced anhedonia and its reversal by imipramine. *Psychopharmacology*, 115: 441-46.
 - Schenk et al 1987 Cocaine self-administration in rats influenced by environmental conditions - implications for the etiology of drug abuse. *Neuroscience Letters*, 81: 227-31.
 - Jacobson 1989 Physical and sexual assault histories among psychiatric outpatients. *American Journal of Psychiatry*, 146(6): 755-58.
 - Williams 1994 Recall of childhood trauma - a prospective study of women's memories of child sexual abuse. *Journal of Consulting and Clinical Psychology*, 62: 1167-76.
 - Williams 1995 Recall of childhood trauma - a prospective study of women's memories of child sexual abuse-CORRECTION. *Journal of Consulting and Clinical Psychology*, 63: 343.
 - Tarter and Vanyukov 1994 Alcoholism a developmental disorder. *Journal of Consulting and Clinical Psychology*, 62: 1096-1107.
 - Enoch and Goldman 2002 Genetics of alcoholism and alcohol abuse. *Current Psychiatry Reports*, 3: 144-51
 - Kendler and Prescott 1998 Cannabis use abuse and dependence on a population-based sample of female twins. *American Journal of Psychiatry*, 155: 1016-22.
 - Kendler and Prescott 1998 Cocaine use abuse and dependence in a population-based sample of female twins. *British Journal of Psychiatry*, 173: 345-50.
 - Meany 2001 Maternal care gene expression and the transmission of individual differences in stress reactivity across generations. *Annual Review of Neuroscience*, 24: 1161-92.
 - Colvis et al 2005 Epigenetic mechanisms and gene networks in the nervous system. *Journal of Neuroscience*, 25(45): 10379-89.
 - Barr et al 2003 Serotonin transporter gene variation is associated with alcohol sensitivity in rhesus macaques exposed to early life stress. *Alcoholism: Clinical and Experimental Research*, 27(5): 812-7.
 - Sondergaard et al 2003 Psychosocial distress during pregnancy and the risk of infantile colic - a followup study. *Acta Paediatrica*, 92(7): 811-116.
 - Zelkowitz and Papageorgiou 2005 Maternal anxiety - an emerging factor in neonatology. *Acta Paediatrica*, 94(12): 1704-5
 - Yehuda et al 2005 Transgenerational effects of posttraumatic stress disorder in babies of mothers exposed to the World Trade Center Attacks during pregnancy. *Journal of Clinical Endocrinology and Metabolism*, 90(7):4115-18
 - DeTurck and Pohorecky 1987 Ethanol sensitivity in rats - effect of prenatal stress. *Physiological Behavior*, 40: 407-10
 - Pohorecky 1990 Interaction of ethanol and stress - research with experimental animals an update. *Alcohol and Alcoholism*, 25: 263-76.

Week 8: Read Maté (2008) (p. 213-247)

- Ch. 20-22: The Addiction Process and the Addictive Personality

- Enoch and Goldman 2002 Genetics of alcoholism and alcohol abuse. *Current Psychiatry Reports*, 3: 144-51.

- Meyer et al 2004 Neuroendocrine response to casino gambling in problem gamblers. *Psychoneuroendocrinology*, 29(10): 1272-80.
- Gordon 2002 Early environmental stress and biological vulnerability to drug abuse. *Psychoneuroendocrinology*, 27: 115-26
- Kahneman et al 2001 functional imaging of neural responses to expectancy and experience of monetary gains and losses. *Neuron*, 30(20): 619-39
- Koeppe et al 1998 Evidence for striatal dopamine release during a video game. *Nature*, 393: 266-68.
- Wang et al 2002 Role of dopamine in motivation for food in humans - implications for obesity. *Expert Opinions on Therapeutic Targets*, 6(5): 601-9
- Drewnoski et al 1995 Naloxone an opiate blocker reduces the consumption of sweet high fat foods in obese and lean female binge eaters. *Journal of Clinical Nutrition*, 61: 1206-12
- Alonso-Alonso and Pascual-Leone 2007 The right brain hypothesis for obesity. *JAMA*, 297: 1819-22.
- Deppe et al 2005 Nonlinear responses within the medial prefrontal cortex reveal when specific implicit information influences economic decision making. *Journal of Neuroimaging*, 15: 171-82.
- Coplan et al 1996 Persistent elevations of cerebrospinal fluid concentrations of corticotropin-releasing factor in adult nonhuman primates exposed to early life stressors. *PNAS*, 93: 1619-23.
- Lissau and Sorensen 1994 Parental neglect during childhood and increased obesity in young adulthood. *Lancet*, 343: 324-27
- Williamson et al 2002 Body weight and obesity in adults and self-reported abuse in childhood. *International Journal of Obesity*, 26: 1075-82.
- Willis 1990 Multiple networks and substance use. *Journal of Social and Clinical Psychology*, 9: 78-90.

Week 9: Read Maté (2008) (p. 251-325)

- Ch. 23-28: Imagining a Humane Reality: Beyond the War on Drugs

- Dawes et al 2000 Developmental sources of variation in liability to adolescent substances use disorders. *Drug and Alcohol Dependence*, 61:3-14.
- Gordon 2002 Early environmental stress and biological vulnerability to drug abuse. *Psychoneuroendocrinology*, 27: 115-26.
- Teicher 2000 Wounds that time won't heal - the neurobiology of child abuse. *The Dana Forum on Brain Science*, 2.
- Perry and Pollard 1998 Homeostasis, stress, trauma, and adaptation: a neurodevelopmental view of childhood trauma. *Child and Adolescent Clinics of North America*, 7: 33-51
- Volkow and Li 2004 Drug addiction - the neurobiology of behaviour gone awry. *Neuroscience*, 5: 963-70
- Wise 1988 The neurobiology of craving - Implications for the understanding and treatment of addiction. *Journal of Abnormal Psychology*, 97: 118-32
- Heim et al 2000 Pituitary-adrenal and autonomic responses to stress in women after sexual and physical abuse in childhood. *JAMA*, 284: 592-97
- Morgan et al 2002 Social dominance in monkeys - Dopamine D2 receptors and cocaine self-administration. *Neuroscience*, 5: 169-74
- Martin et al 1990 Effects of dominance rank on d-amphetamine-induced increases in aggression. *Pharmacology, Biochemistry and Behavior*, 37: 493-96
- Small et al 2006 Policy makers ignoring science and scientists ignoring policy - the medical ethical challenges of heroin treatment. *Harm Reduction Journal*, 3(16): 1-14
- Wood et al 2006 Summary findings from the evaluation of a pilot medically supervised safer injecting facility. *CMAJ*, 175(11): 1399-1404

Week 10: Read Maté (2008) (p. 329-397)

- Ch. 29-34: The Ecology of Healing

- Maguire et al 2003 Navigation expertise and the human hippocampus - a structural brain imaging analysis. *Hippocampus*, 13(20): 250-9
- Kolb and Whishaw 1998 Brain plasticity and behavior. *Annual Review of Psychology*, 49: 43-64.
- Schwartz et al 2005 Quantum physics in neuroscience and psychology - a neurophysical model of the mind-brain. *Philosophical Transactions of the Royal Society B*, 1309-27.
- McEwen 1998 Protective and damaging effects of stress mediators. *New England Journal of Medicine*, 338: 171-179.
- Tankersley et al 2007 Altruism is associated with and increased neural response to agency. *Nature Neuroscience*, 10: 150-151.

Week 10: Read Maté (2008) (p. 409-414)

Appendix I: Adoption and Twin Study Fallacies

- Alper and Natowicz 1993 On establishing the genetic basis of mental disease. *Trends in Neurosciences*, 16(10): 387-89
- Kendler 2005 A Gene for - The nature of gene actions in psychiatric disorders. *American Journal of Psychiatry*, 162: 1243-52
- Kendler 2005 A multidimensional twin study of mental health in women. *American Journal Psychiatry*, 157: 506-13
- Dube et al 2001 Growing up with parental alcohol abuse - exposure to childhood abuse neglect and household dysfunction. *Child Abuse and Neglect*, 25: 1627-40
- Enoch and Goldman 2002 Genetics of alcoholism and alcohol abuse. *Current Psychiatry Reports*, 3: 144-51
- Pohorecky 1990 Interaction of ethanol and stress - research with experimental animals an update. *Alcohol and Alcoholism*, 25: 263-76.
- Slap et al 2001 Adoption as a risk factor for attempted suicide during adolescence. *Pediatrics*, 108(2): E30

Week 10: Read Maté (2008) (p. 415-418)

Appendix II: Attention Deficit Disorder and Addiction

- Wood et al 1983 Prevalence of attention deficit disorder residual type or minimal brain dysfunction in a population of male alcoholic patients. *American Journal of Psychiatry*, 140: 15-98.
- Wilens et al 2003 Does stimulant therapy of attention-deficit hyperactivity disorder beget later substance abuse - meta-analytic review of the literature. *Pediatrics*, 111(1): 179-85
- Carroll and Rounsaville 1993 History and significance of childhood attention deficit disorder in treatment-seeking cocaine abusers. *Comprehensive Psychiatry*, 34(2): 75-82
- Biederman et al 1998 Does attention deficit disorder impact the developmental course of drug and alcohol abuse and dependence. *Biological Psychiatry*, 44(4): 269-73
- Van den Bergh and Marcoen 2004 High antenatal maternal anxiety is related to ADHD symptoms externalizing problems and anxiety in 8 and 9 year old. *Child Development*, 75(4): 1085-97
- Teicher 2000 Wounds that time won't heal - the neurobiology of child abuse. *Cerebrum*: 2(4).
- Meaney et al 2002 Environmental regulation of the development of mesolimbic dopamine systems - a neurobiological mechanism for vulnerability to drug addiction. *Psychoneuroendocrinology*, 27: 127-38
- Volkow et al 2007 Depressed dopamine activity in caudate and preliminary evidence of limbic involvement in adults with attention deficit hyperactivity disorder. *Archives of General Psychiatry*, 64: 932-940

