

Psych 257 – Winter 2017
Psychopathology
M-W-F 3:30-4:20pm
R. Coutts Engineering Lecture Hall (RCH) 101

Instructor and T.A. Information

Instructor: Dr. Anna Polotskaia
Office Hours: Wednesday 4:30- 6:00 pm (PAS 4212).
Email: anna.polotskaia@uwaterloo.ca

Jenna Dawson j4dawson@uwaterloo.ca	Jessica Rae Roberts Dupasquier jrdupasq@uwaterloo.ca	Mahsa Sadeghi Janbahan m9sadegh@uwaterloo.ca	Robin Mazumder r4mazumd@uwaterloo.ca
Last Names: A-D	Last Names: E-L	Last Names: M-R	Last Names: S-Z

Your course TAs are Jenna, Jessica, Mahsa and Robin. Their information is listed above. Please try to avoid emailing the TAs if you have any specific course-related and administrative questions; rather start with posting any administrative or content-related questions you have about the course directly on our LEARN Discussion Board, which both Dr. Polotskaia and the TAs and will monitor daily.

In addition to the Discussion Forum on LEARN, the TAs represent your first point of contact for any course related questions you have, including assistance you may need with the course material. Their email addresses are listed above. To set up a meeting with Dr. Polotskaia outside of the office hours, please contact by email and we will arrange a time.

Course Description

This course offers an introduction to understanding, defining, assessing, and treating mental illness from a psychological perspective. Course material will focus will cover adult psychopathology, and some 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 research and practice will be discussed.

Course Goals and Learning Outcomes

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

- Describe with increased empathy the experience of living with a mental disorder.
- 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.
- Appreciate the role of cultural and social context in understanding of mental illness
- 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.
- Describe and critique treatments commonly used for mental disorders.
 - List the most commonly used treatment approaches for a given disorder.

Required Text:

Dozois, D. (2015) Abnormal Psychology: Perspectives. 5th Edition. DSM-5 Update Edition

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.

Course Requirements and Assessment: Your grade for the course will be based on three non-cumulative, multiple choice exams:

Assessment	Date of Evaluation	Weighting
Test 1	Monday, Feb 06 th , 2016 (in class)	30%
Test 2	Monday, March 06 th , 2016 (in class)	30%
Test 3	Monday, April 03 rd , 2016 (in class)	25%
Discussion Boards	Weekly (1 point each discussion)	12%
SONA/ Reviews*	Research Participation	3%

Please consult SONA related information at the end of the Syllabus. Please review the research participation guidelines at the end of this document*

Instructor is to be notified by Feb 28th, if you prefer to provide article reviews in place of SONA.

Test 1: Multiple choice questions covering textbook chapters and lecture material from Jan 04 to Feb 03.

Test 2: Multiple choice questions covering textbook chapters and lecture material from Feb 08 to March 03 inclusive.

Test 3: Multiple choice questions covering textbook chapters and lecture material from March 05 to March 31 inclusive.

Discussion Board Questions: Questions related to each class will be posted on LEARN after each class. You are required to post your thoughts/reflections based on topics covered in the lecture and assigned readings prior to the next class.

Electronic Device Policy

Laptops and other electronic devices are permitted but please give some thought to whether it is helping, versus distracting from, your learning and that of others.

Attendance Policy

Students are expected to attend all classes unless there is compelling medical, religious, or compassionate reason. If a student misses a class, it is his/her responsibility to obtain notes from a classmate.

Updates and Feedback

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 email address.

Policy regarding rescheduling, late submissions and illness

- Students are entitled to a rescheduling of tests or an extension of deadlines for legitimate medical or compassionate reasons. If you cannot write one of the tests because of compelling medical, religious, or compassionate reasons, and you require a makeup test date, please do your best to contact the instructor prior to the date of the test(s).
- Make-up tests will not be considered in the absence of a documented medical, religious or compassionate (i.e. family emergency) reason, submitted within one week following the due date, with no exceptions. The instructor maintains full discretion in assessing whether reasons qualify as compassionate or not.
- Students are entitled to a rescheduling of exams based on **religious grounds**. Please notify your instructor **at least two weeks** prior the test if you will miss a test/group assignment based on religious grounds.

Missing tests due to illness. If you are requesting accommodation DUE TO ILLNESS, you should:

- Seek medical treatment as soon as possible
- Submit a completed UW Verification of Illness Form to the instructor within 48 hours:
healthservices.uwaterloo.ca/Health_Services/verification.html
- [Health Services](#) provides primary medical care for all registered University of Waterloo students.

Missing tests due to bereavement: If you are requesting accommodation DUE TO 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. In the case of a missed final exam, a deferred final examination is written the next time that the course is taught.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed. If a student takes the exam while ill, the grade stands.

Exceptions: Exceptions will be made for unforeseeable circumstances.

- Evidence of such circumstances must be provided to the instructor in the form of supporting documentation from an appropriate source (Verification of Illness Form, Police Report etc.). Please notify your instructor ASAP if those circumstances arise, whenever possible within 48 hours.
- Any student missing a test with a valid reason must write a make-up exam, which may differ in format from the original

Late submissions: Late submissions will not be accepted. Submissions are electronic and therefore will have a time on it.

Course Outline

Week	Date	Topic	Readings
Week 1	Jan 04 Jan 06	Welcome and Introduction to Course Abnormal Behaviour in Historical Context	Course Overview / Syllabus. Chapter 1
Week 2	Jan 09 Jan 11 Jan 13	Mental Illness: theoretical perspectives Classification and Diagnosis Cultural context	Chapter 2 Chapter 2-3 Chapter 3
Week 3	Jan 16 Jan 18 Jan 20	Research and Ethics. Research Methods. Assessment and Therapy	Chapter 4 Chapter 4 Readings
Week 4	Jan 23 Jan 25 Jan 27	Psychopathology and Law- Speaker- Dr. Lavoie Law and Culture Anxiety Disorders	Chapter 19 Chapter 19 Chapter 5
Week 6	Jan 30 Feb 01 Feb 03	Anxiety Disorders Mood Disorders Mood Disorders	Chapter 5 Chapter 8 Chapter 8
Week 6	Feb 06 Feb 08 Feb 10	TEST 1 (BE ON TIME!) Chapters 1-5,8, 19 Schizophrenia and Psychotic Disorders Eating Disorders	Chapter 9 Chapter 10
Week 7	Feb 13 Feb 15 Feb 17	Eating Disorders - Speaker – Dr. Boyd Personality Disorders Personality Disorder	Chapter 10 Chapter 12 Chapter 12
	Feb 20	Happy Family Day - Reading week	
Week 7	Feb 27 March 01 March 03	Substance Use disorders Sexual and Gender Identity Suicide and risk assessment	Chapter 11 Chapter 13 Assigned Readings
Week 8	March 06 March 08 March 10	TEST 2 – 45 minutes (Chapter 9,10,11, 12,13) Neurocognitive disorders Aging	Chapter 16 Chapter 16
Week 09	March 13 March 15 March 17	Guest Speaker: TBA Developmental Disorders Behavioural and emotional disorders	Chapter 14 Chapter 14 Chapter 15
Week 10	March 20 March 22 March 24	Psychopathy Psychological factors affecting health Therapies	Assigned readings Chapter 7 Chapter 17
Week 11	March 27 March 29 March 31	Treatment and Prevention Prevention Special Topics	Chapter 17-18 Chapter 18
Week 12	April 03	TEST 3 (Chapters 7, 14, 15, 16, 17, 18)	

The Writing Centre: The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writing-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Research Experience (3%)

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience. Since experiential learning is highly valued in the Department of Psychology, students may earn up to 3% of their final mark in this course through research experience (i.e., course work will make up 97% of the final mark and research experience will make up the other 3% for a maximum grade of 100%).

The two options for earning research experience grades (participation in research and article review) are described below.

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. 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.

How to participate? Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[INSTRUCTIONS/DATES/DEADLINES: How to log in to SONA and sign up for studies](#)

Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. More information about the REG program in general is available at: [REG Participants' Homepage](#).

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30 minutes of participation. Participation in ONLINE studies is worth .25 credits

for each 15 minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

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. Articles must be chosen from the empirical psychological literature (i.e., from a PsychINFO or Scopus database search) and relate to psychopathology or some aspect of the Psych257 course content. Students wishing help accessing and searching scientific databases, or with other library resources, should contact Tim Ireland, Liaison Librarian for Psychology at ext.35061 or tireland@library.uwaterloo.ca.

You must contact your instructor with the list of article (attached link or a copy of the article) by Feb 28th to get the articles for your reviews approved. Each review article counts as one percentage point. To receive credit, you must follow these guidelines:

- Late submissions will NOT be accepted under ANY circumstances. Reviews are to be submitted before the [last day of lectures \(April 03rd\)](#).
- Fully identify the title, author(s), source and date of the article with 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 of those concepts in the article.
- Keep a copy of your review in the unlikely event it is misplaced.

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

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts 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. 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 \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-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 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](#).

Note for Students with Disabilities

The [AccessAbility Services \(AS\) Office](#), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term. Please consult the AccessAbility Services guidelines for required accommodations: <https://uwaterloo.ca/disability-services/>.