

University of Waterloo
Psych 257
Psychopathology
Fall 2020

Instructor

Professor	Email Address	Description & Office Hours
Prof. David Moscovitch Dr. Moscovitch is a Full Professor of Psychology at UW. He is also a registered clinical psychologist in the province of Ontario. His areas of expertise are adult social anxiety and cognitive behavioural therapy (CBT).	dmosco@uwaterloo.ca	See section below – “How to Get Your Course-Related Questions Answered” – for instructions on how/when to contact him.

Teaching Assistants

Teaching Assistants	Email Address	Description & Office Hours
1. Sarena Daljeet	sgdaljeet@uwaterloo.ca	All of the TAs are UW graduate students in Clinical Psychology. See section below – “How to Get Your Course-Related Questions Answered” – for instructions on how/when to contact them.
2. Fatima Wasif	fwasif@uwaterloo.ca	
3. Jasmine Zhang	jasmine.zhang@uwaterloo.ca	

How to Get Your Course-Related Questions Answered

When to post your questions on Discussion Board: Please post all specific content-related questions directly on our [LEARN Discussion Board](#), which is monitored daily. If you email any content-related questions to us directly, we will direct you to post them instead on the Discussion Board so we can respond to them there. Posting on the Discussion Board is not mandatory and you will not be graded for it, but it is the best and most efficient way to get your content-related questions answered.

When to email the course TAs: Please email the 3 TAs as a group if you need extra help with course material or preparing for course quizzes or assignments, or you have a specific question about course requirements or wish to discuss a grade you received. One of the TAs will email you back to answer your question and/or set up a private video chat meeting with you. You can expect to hear back from the TAs within 24 hours if your question is sent on a weekday (Monday to Friday).

When to email the course instructor: Please email Prof. Moscovitch directly if you wish to discuss any personal issues related to your performance in the course, if you are requesting any accommodations for the course, or if you have any questions about your career path or your broader interests in the field of Psychology. Prof. Moscovitch will email you back to answer your question and/or set up a private video chat meeting with you. You can expect to hear back within 24 hours if your question is sent on a weekday.

Course Description

This course offers an introduction to understanding, defining, assessing, and treating mental illness from a psychological perspective. Course material will focus primarily on adult disorders. We will examine various categories of abnormal behaviour (e.g., anxiety, mood, and eating disorders) as well as clinical methods including assessment, diagnosis, and intervention. In the tradition of the scientist-practitioner model, empirically-supported models of psychopathology and treatment will be emphasized, as will the interplay between clinical research and evidence-based practice. In accordance with COVID-19 safety guidelines issued by the university for Fall 2020, all course material this semester will be delivered remotely and asynchronously via LEARN.

Course Goals and Learning Outcomes

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

- A. Articulate an informed, integrative, and critical understanding of abnormal behaviour within the context of current conceptualizations of psychological dysfunction and therapeutic techniques
- B. Understand the scientist-practitioner model of clinical psychology and identify a range of empirically-supported clinical assessment and treatment methods
- C. Begin to evaluate the relative strengths and weaknesses of new developments in research and practice within the field of clinical psychology
- D. Appreciate, with greater insight than before, the experiential phenomenology of human psychological health and suffering

Required Text

Barlow, D.H., Durand, M.V., Hofmann, S.G., & Lalumiere, M.L. (2021). *Abnormal Psychology: An Integrative Approach, Sixth Canadian Edition*. Toronto: Nelson Publishing

Important: Please make sure the textbook you purchase for this course is the 6th Canadian edition of "Abnormal Psychology: An Integrative Approach" by Barlow, Durand, Hofmann, & Lalumiere (Nelson publishing). No earlier or American versions of the textbook are permitted for this course. Students may use either a hard copy or an electronic copy of the textbook. Hard copy textbooks are available for purchase at the UW bookstore. For students who wish to purchase the e-book, you may also choose to purchase the optional MindTap package. MindTap includes the eBook as well as courseware such as activities, flash cards, practice quizzes, and a phone app. MindTap is not required for this course but some students may find it helpful to have as a study tool. Information about how to purchase and access the eBook or the eBook + MindTap is provided below and is also available through the UW bookstore.

1. eBook only option: \$74.95

<https://campusebookstore.com/EBooks/Book.aspx?ID=9676315>

2. eBook + MindTap option: \$99.95

<https://www.cengage.ca/shop/ProductDisplay?storeId=10651&productId=1739501&urlRequestType=Base&langId=-1&catalogId=10052>

Students who purchase this option must enter this COURSE KEY: MTPN-J82Q-QQCR.

Modules Available on LEARN

In accordance with COVID-19 safety guidelines issued by the university for Fall 2020, all course material will be delivered remotely and asynchronously via LEARN. Please begin accessing the course materials in LEARN by clicking on Module 0.

Course Requirements and Assessment

Students' final grades in this course will be based on:

1. Open-book quizzes (5) – one per Module, worth 10% each, with the lowest of the 5 grades automatically dropped, for a total of 40% of the final grade. Each open-book quiz consists of 20 multiple choice questions that test knowledge of course material based on required textbook readings. Each quiz must be completed within a 30-minute time limit. Students are permitted only one attempt per quiz. Each quiz can be accessed only after all corresponding Module checklist items have been completed. There are no specific deadlines for completing each quiz, so students may work through the Modules at their own pace; however, students are strongly encouraged to follow the recommended deadlines provided in LEARN and in the outline of course components within this document below. All quizzes must be completed by Dec 7 at 11:59pm.

2. Writing assignments (3) – associated with Modules 1, 3, and 5. Each assignment is worth 20%, for a total of 60% of the final grade. Assignments must be submitted to the LEARN Dropbox by strictly enforced deadlines. Assignments will be graded based on a detailed rubric, which is available to students in LEARN and in the course materials within this document below. Note that the assignment for Module 5 requires watching a 90-minute video and responding to associated questions. The link for the video is provided on LEARN and in the course materials within this document below. All students are responsible for watching the video in advance of completing the assignment.

Assessment	Date of Evaluation	Weighting
Top 4 of 5 Module Quizzes	Asynchronous	40%
3 Writing Assignments	Sept 25, Oct 26, Nov 30	60%
Total		100%

Automatic “No Questions Asked” 7-Day Extension for Every Assignment

Students may submit assignments up to 7 days after the official due dates, with a strictly enforced final deadline of 11:59pm on that 7th day, with no exceptions.

Technical Issues During Timed Quizzes

Students have one attempt to complete each quiz. Please make every effort to arrange to take your quiz in a comfortable, quiet setting with strong internet service. If your internet service is interrupted while taking your quiz or attempting to submit your quiz, please attempt to log back into the quiz as quickly as possible to complete it within the time limit. If technical problems prevent you from completing your quiz, please email Prof Moscovitch and the TAs to inform them as soon as possible. In your email, provide specific details about the nature of the interruption you experienced, including the time you began your quiz, the nature and time of the problem you encountered, and the number of questions you completed. Include any additional information you can provide (e.g., a relevant screenshot) to verify your claim. Prof Moscovitch will consider each case separately and determine how to proceed. Some students may not be permitted to rewrite the quiz. Students who are permitted to rewrite the quiz can expect to receive a new quiz on that same module, with a fresh set of questions that will not be identical to those of the original quiz.

Opportunity for Bonus Grades

Students may earn up to 3% bonus grades by participating in experimental studies through the Psychology Department or completing an alternative assignment. See Research Experience Grades on p. 17-19, below, for more information.

Outline of Course Components

MODULE 0	
Module 0 Required Tasks <u>Suggested deadline: Sept 8-11</u>	<ul style="list-style-type: none"> • Read Course Outline (Syllabus) • Watch Introductory Videos from Instructor and TAs • Complete Introductory Survey and submit to dropbox • Post any content-related questions on Discussion Board • Complete Module 0 checklist to gain access to Module 1
MODULE 1	
Module 1 Required Tasks <u>Suggested deadline: Sept 25</u>	<ul style="list-style-type: none"> • Read Textbook chapters 1, 2 <ul style="list-style-type: none"> • Chapter 1: Abnormal Behaviour in Historical Context • Chapter 2: An Integrative Approach to Psychopathology • Complete additional materials for Module 1 • Post any content-related questions on Discussion Board • Complete Module 1 Checklist to access Module 1 Quiz • Complete Module 1 Quiz to gain access to Module 2 • Complete Module 1 Assignment by required deadline
Module 1 Quiz <u>Suggested deadline: Sept 25</u>	<ul style="list-style-type: none"> • Worth 10% of final grade • Completion deadline is strongly recommended but not enforced • Students must complete Module 1 Quiz to access Module 2
Module 1 Assignment <u>Required deadline:</u> <u>Sept 25 at 11:59pm EST</u>	<ul style="list-style-type: none"> • Worth 20% of final grade • Submission deadline is strictly enforced with automatic “no questions asked” extension for up to 7 days, with no exceptions
MODULE 2	
Module 2 Required Tasks <u>Suggested deadline: Oct 9</u>	<ul style="list-style-type: none"> • Read Textbook chapters 3, 4 <ul style="list-style-type: none"> • Chapter 3: Clinical Assessment and Diagnosis • Chapter 4: Research Methods • Complete additional materials for Module 2 • Post any content-related questions on Discussion Board • Complete Module 2 Checklist to access Module 2 Quiz • Complete Module 2 Quiz to gain access to Module 3
Module 2 Quiz <u>Suggested deadline: Oct 9</u>	<ul style="list-style-type: none"> • Worth 10% of final grade • Completion deadline is strongly recommended but not enforced • Students must complete Module 2 Quiz to access Module 3
MODULE 3	
Module 3 Required Tasks <u>Suggested deadline: Oct 26</u>	<ul style="list-style-type: none"> • Read Textbook chapters 5, 6, 7: <ul style="list-style-type: none"> • Chapter 5: Anxiety • Chapter 6: Preoccupation & Obsession • Chapter 7: Trauma & Dissociation • Complete additional materials for Module 3

	<ul style="list-style-type: none"> • Post any content-related questions on Discussion Board • Complete Module 3 Checklist to access Module 3 Quiz • Complete Module 3 Quiz to gain access to Module 4 • Complete Module 3 Assignment by required deadline
Module 3 Quiz <u>Suggested deadline: Oct 26</u>	<ul style="list-style-type: none"> • Worth 10% of final grade • Completion deadline is strongly recommended but not enforced • Students must complete Module 3 Quiz to access Module 4
Module 3 Assignment <u>Required deadline:</u> <u>Oct 26 at 11:59pm EST</u>	<ul style="list-style-type: none"> • Worth 20% of final grade • Submission deadline is strictly enforced with automatic “no questions asked” extension for up to 7 days, with no exceptions
MODULE 4	
Module 4 Required Tasks <u>Suggested deadline: Nov 13</u>	<ul style="list-style-type: none"> • Read Textbook chapters 8, 9, 10: <ul style="list-style-type: none"> • Chapter 8: Mood • Chapter 9: Eating • Chapter 10: Sleeping • Complete additional materials for Module 4 • Post any content-related questions on Discussion Board • Complete Module 4 Checklist to access Module 4 Quiz • Complete Module 4 Quiz to gain access to Module 5
Module 4 Quiz <u>Suggested deadline: Nov 13</u>	<ul style="list-style-type: none"> • Worth 10% of final grade • Completion deadline is strongly recommended but not enforced • Students must complete Module 4 Quiz to access Module 5
MODULE 5	
Module 5 Required Tasks <u>Suggested deadline: Nov 30</u>	<ul style="list-style-type: none"> • Read Textbook chapters 13, 14: <ul style="list-style-type: none"> • Chapter 13: Personality • Chapter 14: Psychosis • Complete additional materials for Module 5 • Post any content-related questions on Discussion Board • Complete Module 5 Checklist to access Module 5 Quiz • Complete Module 5 Quiz by final deadline of Dec 7
Module 5 Quiz <u>Suggested deadline: Nov 30</u>	<ul style="list-style-type: none"> • Worth 10% of final grade • Final completion deadline is Dec 7
Module 5 Assignment <u>Required deadline:</u> <u>Nov 30 at 11:59pm EST</u>	<ul style="list-style-type: none"> • Worth 20% of final grade • Submission deadline is strictly enforced with automatic “no questions asked” extension for up to 7 days, with no exceptions
<u>IMPORTANT NOTE:</u> DEC 7, 2020 @ 11:59PM EST IS THE ABSOLUTE FINAL DEADLINE FOR STUDENTS TO SUBMIT MODULE 5 ASSIGNMENT AND COMPLETE ANY OUTSTANDING QUIZZES	

Assignment Grading Rubric

Instructions: For each scale, consider each student's response to the assignment as a whole.

Completeness (0-5)

- 0 – fully incomplete:** all required elements are missing in the response
- 1 – mostly incomplete:** most of the required elements are missing
- 2 – more than half incomplete:** more than half the required elements are missing
- 3 – more than half complete:** more than half the required elements are provided
- 4 – mostly complete:** most, but not all, of the required elements are provided
- 5 – fully complete:** all the required elements are provided

Clarity of expression (0-5)

- 0 – fully unclear:** the entire response is unclear/unintelligible/irrelevant
- 1 – mostly unclear:** most, but not all, of the response is unclear/unintelligible/irrelevant
- 2 – more than half unclear:** more than half of the response is unclear/unintelligible/irrelevant
- 3 – more than half clear:** more than half of the response is clear/intelligible/relevant
- 4 – mostly clear:** most, but not all, of the response is clear/intelligible/relevant
- 5 – fully clear:** all elements of the response are fully clear/intelligible/relevant

Presence of high-quality reasoning (0-5)

- 0 – absent:** no reasoning is provided to justify the response
- 1 – mostly absent:** there is very little high-quality reasoning to justify the response
- 2 – more than half absent:** high-quality reasoning/justification is absent more than half the time
- 3 – more than half present:** high-quality reasoning/justification is present more than half the time
- 4 – mostly present:** high-quality reasoning/justification is frequently, but not always, provided
- 5 – fully present:** the entire response contains high quality reasoning and justifications

Explicit connections to relevant course material (0-5)

- 0 – absent:** no explicit connections are made to relevant course material
- 1 – mostly absent:** the response rarely contains explicit connections to relevant course material
- 2 – more than half absent:** connections to relevant course material are absent more than half the time
- 3 – more than half present:** connections to relevant material are present more than half the time
- 4 – mostly present:** connections to relevant course material are made frequently but not always
- 5 – fully present:** connections are always made to relevant course materials in ways that reflect mastery of course-related concepts

TOTAL SCORE OUT OF 20: _____

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) 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](#).

Concerns About a Course Policy or Decision

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 (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

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

Accommodation for Students with Disabilities

The [AccessAbility Services](#) office 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.

Accommodation for Course Requirements

- Students requesting accommodation for course requirements due to illness should do the following:
 - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
 - seek medical treatment as soon as possible
 - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
 - submit that form to the instructor within 48 hours.
 - (if possible) 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 bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).
- Additional policies of the Psychology department pertaining to course requirements are available on the [department website](#).
- It is the student's responsibility to check the LEARN website and email regularly for important or time-sensitive messages. Students should use their UW accounts for all email correspondence to UW personnel for reasons such as identification, reliability and security. If an alternate account is used, change your email address on QUEST to the one that you want posted on the University Directory, or activate your UW account and forward your email from your UW account to your alternate address. Please see [uWaterloo polices about official student email address](#) for university policies and information about using your official UW email address.
- Students who are experiencing extenuating circumstances that may reasonably affect their performance in this class should inform the instructor as well as their academic advisors regarding their personal difficulties at the earliest possible date. The sooner Dr. Moscovitch is informed about these potential difficulties, the easier it will be for him to help accommodate the student's needs around these difficulties. Accommodations will only be considered in the presence of a documented reason, submitted within 48 hours following the due date, **with no exceptions**. The instructor maintains full discretion in assessing whether reasons qualify as compassionate or not.

Official Version of the Course Outline

The Course Outline that is posted on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

Territorial Acknowledgement

The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River. When we are on campus, we acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples.

Mental Health Services

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment at [Campus Wellness](#) to see a counsellor for mental health services, which are provided during the pandemic by phone or video. The [University of Waterloo Mental Health Research and Treatment](#) is another on-campus resource that provides evidence-based mental health services via teletherapy (video chat or phone), but not for those in urgent need of an immediate appointment.

Research Experience Grades: Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience. Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade as needed to bring your final grade up to a maximum of 100%. The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated 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 an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through a University of Waterloo Ethics Committee.

How to Earn Extra Marks this Term by Participating in Studies

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated and ONLINE studies using the "Sona" website.
- **FOR THE FALL 2020 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED studies.

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.

Important Note

Participation in REMOTELY OPERATED studies has increment values of 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 at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

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

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

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program is available at [REG Participants' Homepage](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

Option 2: Article Review as an Alternative to Participation in Research

Students are not required to participate in research, and not all students wish to do so. As an alternative to participation in research, students may submit short reviews (1½ - 2 pages each) of journal articles relevant to Psychopathology or the field of clinical psychology. **Each review article counts as 1.0 percentage point.** To receive credit, you must follow specific guidelines, which are described below.

Articles must be chosen from the empirical psychological literature (i.e., from a PsychINFO or Scopus database search) and relate to psychopathology or some aspect of the

Psych257 course content. Students wishing help accessing and searching scientific databases, or with other library resources, should contact Tim Ireland, Liason Librarian for Psychology at ext.35061 or tireland@library.uwaterloo.ca. Students are encouraged to seek prior approval from the instructor or TAs about the appropriateness of the articles they choose to review.

Note that for Option 2, Article Reviews Must:

- Be submitted to the LEARN dropbox before **Dec 7, 2020 at 11:59pm**. **Late submissions will not be accepted under ANY circumstances.**
- Be typed, single-spaced, in 12pt Times font, with 1-inch margins all around
- Include article title, author, and source. **A link to the article or an e-copy of the article itself must be included.**
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable.
- Critically evaluate the application or treatment of those concepts in the article and how they relate to the study or field of Psychopathology.

Summary of Bonus Credits in Psych 257, Fall 2020

In sum, in order to earn up to a total of 3% bonus points students may complete any combination of: a) participation in research, and/or b) article review. Bonus points accumulated will be applied to students' final grades, for a total maximum grade of 100%.