



Psyc 651	Psychopathology	Fall 2014
Instructor:	Vina Goghari, PhD, RPsych	Lecture Location: Admin 051
Phone:	403-210-7344	Lecture Days/Time: Friday 9-11:50
Email:	vmgoghar@ucalgary.ca	
Office:	A214	
Office Hours:	Drop by or apt	

Course Description and Goals

This course will provide an overview of the major psychological disorders across the lifespan, with an emphasis on the phenomenology, etiology, and course of the disorders from a theoretical and empirical point of view. **A semester course that tries to cover the entire field of psychopathology can at best be an introduction to the many different diagnoses. Therefore, students are responsible for all material in the course, regardless of whether we have time to cover it in class.**

A primary goal of the course is therefore to lay a foundation upon which the student can build through his or her own self-study, related courses, and practical experience. The course will focus on the primary text and book chapters but will also draw heavily on key studies and reviews. In addition, where possible, efforts will be made to provide some direct or indirect exposure to the disorder - to go beyond words on a page. Therapy and assessment of the disorders will only be addressed inasmuch as they shed light on the nature of the disorder. There are separate courses that will deal with assessment and treatment of adults. The primary approach taken will be an integrative one.

PSYC 651 is a core offering in the Program in Clinical Psychology. Course demands and expectations are consistent with those for students who are enrolled in a doctoral level program of research and training. The course assumes a basic knowledge of abnormal psychology, experimental methods, statistics, developmental psychology, basic personality theory, and biological processes. Students who have not had undergraduate courses in all of these areas may need to do additional reading to understand some of the concepts and study findings discussed in this course.

Course Objectives:

1. Students will acquire basic knowledge of all the major diagnoses and some of the less common ones. Special emphasis will be on diversity issues in psychopathology.
2. Students will acquire a critical method of thinking about the field of psychopathology that will help them in evaluating future research.
3. Students will know where the most likely sources are, to seek out additional knowledge should this prove necessary in future practicum settings or in pursuing a line of research.

4. Students will have some exposure, through videos, case studies, etc., to people who have active psychological disorders.
5. Students will have sufficient knowledge to understand in future courses how assessment devices and therapies address the processes underlying different diagnostic problems.
6. Students will have an understanding of the primary methodologies used in the field, their strengths and weaknesses.

Required Text

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2013). *Psychopathology: History, diagnosis, and empirical foundations (Second Addition)*. New York: John Wiley.

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th edition)*. Washington DC: American Psychiatric Association.

Provided Book Chapters and Articles

****Note in the chapters you are not responsible for the assessment and treatment sections as they are covered in separate courses.**

Websites of interest

<http://www.hcp.med.harvard.edu/wmh/index.php>

<http://www.dsm5.org/Pages/Default.aspx>

Evaluation

Participation and questions – 20%

Midterm –25%

Presentation – 25%

Final - 30%

Participation and questions

Students will be required to submit *3 questions* per class. Questions must be e-mailed to me by 5 *PM* the day before class and will be graded as follows: excellent, satisfactory, or needs improvement. Be prepared to discuss your questions in class.

As this is a graduate class, it is expected that students will prepare for and participate in class discussion. Effective participation involves both quality and quantity of responses. Quantity does not make up for lack of quality. Students will be expected to do the readings prior to class and be prepared to comment on and raise questions related to the readings. Note that you are not required to submit questions on the day you give your presentation. These questions can be derived from the readings but may also go beyond the readings and should reflect interesting issues that are raised, including controversies, debates, and dilemmas associated with the topic for that week. For example, questions might deal with conceptual issues in the diagnosis, DSM 5 criteria, diversity issues, research and/or methodological issues, or something else. You are encouraged to prepare questions that are interesting and provocative and be prepared to share and defend your “educated” views!

Student Presentations

These will be assigned first week of classes. With regards to the presentation, please provide me with a copy of your PowerPoint slides *no later than Thursday at noon* of the week of your presentation. (Note that this is a firm deadline.) I will post these online. Plan to present for 50 minutes, with 20 minutes for discussion and questions. In addition, please assist your fellow students by actively participating in the discussion.

Student presentations will be evaluated using the following criteria:

- Ability to meet deadline (Thursday noon) for emailing me the powerpoint. Please provide just myself with a handout the day of your presentation
- Creativity (e.g., diagnostic interviews/role plays, video clips, other presentation aids, case study of a prototypical client).
- Content (e.g., prevalence, diagnostic features, associated features, course, differentials, common comorbidities).
- Organization, and clarity.
- Ability to engage others in discussion.
- Integration of the case with the theoretical and empirical literatures. Ability to think critically about the conceptualization of the disorder and diagnostic issues.
- Your ideas about directions for further research.
- Your coverage of diversity issues.

Examinations

There will be two *non-cumulative* exams in this course that could include any of the class material or readings. Midterm and final examinations will each be 2 hours long. Examinations may include short answer, essay questions, and case descriptions. Based on the case description, students will need to identify the likely diagnosis, the differential diagnoses, what additional information would be needed to make the differential diagnosis, likely contributing factors, probable impact, and likely outcome.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Important dates

Date	
M Sep 8	Lecture begins.
F Sep 19	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
M Sep 22	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.
Nov 8-11	Reading Days. No lectures.
T Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
F Dec 5	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.

Schedule

Date	Topic/Activity/Readings/Due Date
M Sep 8 9-12	Introduction to Diagnosis DSM-V: Section I – Basics Chapter 1 Introduction to Child Psychopathology Chapter
F Sep 19	DSM Section - Neurodevelopmental Disorders Autism Spectrum Disorder Chapter Intellectual Disability Chapter
F Sep 26	DSM Section - Neurodevelopmental Disorders - Continued Attention-Deficit/Hyperactivity Disorder Chapter Learning Disabilities Chapter
F Oct 3	DSM Section - Anxiety Disorders Chapter 4, 5, & 6
F Oct 10 10:30- 1:30pm	DSM Sections - Obsessive-Compulsive and Related Disorders; Trauma- and Stressor-Related Disorders Chapter 3 & Chapter 7 Stephanie Individual Presentation
F Oct 17	DSM Sections - Bipolar and Related Disorders; Depressive Disorders Chapters 8, 9, & 10 Julia Individual Presentation
F Oct 24	MIDTERM EXAM
F Oct 31	DSM Sections - Schizophrenia Spectrum and Other Psychotic Disorders Chapter 11 Schizophrenia Society Presentation from Individual(s) with schizophrenia MacDonald et al. (2009)
F Nov 7	DSM Sections - Dissociative Disorders; Somatic Symptom and Related Disorders Kihlstrom et al. (2005) Rief et al. (2014) Amanda Individual Presentation
F Nov 14	DSM Sections - Feeding and Eating Disorders; Elimination Disorders; Sleep-Wake Disorders Eating Disorders Chapter

	Chapter 18 Keel et al. 2003 Ivan Individual Presentation
F Nov 21	DSM Sections - Personality Disorders; Alternative DSM-5 Model for Personality Disorders Person Perspective – Amber Cannon – Borderline Personality Disorder Chapter 14 De Fruyt et al. (2014) Kruegar et al. (2014)
F Nov 28	DSM Sections - Substance-Related and Addictive Disorders; Disruptive Impulse-Control and Conduct Disorders Chapter 15 Adolescent Substance Use Disorders Chapter Conduct and Oppositional Defiant Disorders Chapter Andrew Individual Presentation
F Dec 5	DSM Sections - Sexual Dysfunctions; Gender Dysphoria; Paraphilic Disorders; Neurocognitive Disorders Chapter 17 Risacher et al. (2014) Emily Individual Presentation Christianne Individual Presentation
F Dec 12	FINAL EXAM

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 275), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Ombudsman's Office

The Office of the Student Ombuds provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **September 19, 2014**. Last day for registration/change of registration is **September 22, 2014**. The last day to withdraw from this course is **December 5, 2014**.