

PSYC 431
Current Issues in Psychopathology
Spring 2018

Instructor:	Kristin Newman, PhD	Lecture Location:	SA 109
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Course Description

This course will provide an overview of current issues in the assessment, etiology, and treatment of psychopathology. Examples of issues to be covered include the legitimacy of sex addiction, forced treatment of mentally ill individuals, the harms of pornography, treatment of alcohol addiction, the need for psychiatrists, sentencing youth as adults, and others. The format of the course will be lectures and debate-style presentations. Students who complete the course will gain a broad understanding of the current controversial topics in psychopathology, develop critical thinking skills, and gain experience in consuming and critically evaluating psychology research literature.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Recognize different perspectives that can be applied to ethical dilemmas	Debate presentation, exams	6, 4	A
Contribute to knowledge and problem solving using integrative and creative approaches	Debate presentation	1, 4	A
Demonstrate accountability and integrity in professional and peer relationships	Debate presentation	4	A
Assess and critically evaluate information, ideas, assumptions comprehensively and from a variety of perspectives	Debate presentation, position paper, exams	1,2,4,5	A
Use relevant sources of scientific knowledge to identify, frame, and generate novel solutions to problems or issues	Debate presentation, position paper	1,2,4,5	A
Give presentations to increase knowledge, develop understanding, and impact the target audience	Debate presentation	1,2,4,5	A
Articulate and explain key messages and concepts clearly and credibly	Debate presentation, position paper, class discussion, exams	4	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

PSYC 312 -Experimental Design and Quantitative Methods for Psychology

PSYC 385 -Abnormal Psychology

Required Text

Halgin, R. P. (2018). *Taking sides: Clashing views in abnormal psychology* (9th edition). McGraw Hill, Iowa. The text is available for purchase at the University of Calgary bookstore. **Note:** Previous editions of the text are not suitable for the course because the examined issues differ from the current edition. Note: Other assigned readings are available via the University of Calgary electronic library.

Assessment Methods

1. **Midterm exam:** 25% of your mark is based on a mid-term exam (comprised of multiple choice and short essay questions) scheduled during class time (May 29). The exam will cover all material covered in class prior to the exam date (up to, and including May 24), together with corresponding text chapters and assigned readings. **Note:** Exams will be non-cumulative and closed-book (i.e., textbooks/notes/electronic devices are not permitted).

2. **Presentation/debate and position paper:** 40% of your mark is based on a class presentation/debate (20%) and position paper (20%). One person will debate another person on a contentious issue in clinical psychology. A position paper must be submitted at the time of the presentation.

- **Rationale:** Presentations at 400-level psychology courses are common. The experience can be invaluable in preparing you for future oral reports, whether for graduate school, professional school or employment settings. Some of the material in Psychology 431 lends itself to a debate-style presentation. The textbook is organized in a pro/con format. For every topic in the text, there is compelling evidence on both sides of the issue. There is no right or wrong answer to each issue. Rather, the debates provide the opportunity to review evidence in detail (i.e., sort out opinion/myth from fact), and promote discussion and critical evaluation of the issue.
- **Format:** One student will debate another student on a contentious issue selected from the textbook. 20 minutes is allotted for each person's presentation and 5 to 10 minutes for each team's rebuttal. The order of speakers will be 1) Yes side – main presentation; 2) No side – main presentation; 3) Yes side – rebuttal; 4) No side – rebuttal; 5) Class discussion.

Your presentation should be delivered via PowerPoint. You should provide background on the topic selected regarding how it pertains to your side of the issue. The debates are intended to be enjoyable, so feel free to use cartoons, video clips, class demonstrations, etc as support material (but not as the bulk of the presentation). However, it is important to keep presentations professional. During the rebuttal, choose *two major points* the other side presented and attempt to dispute them with your evidence or arguments. Your rebuttals should be based on logic, and opposing data, not just on opinion that is not based on evidence. During the class discussion, questions from the class can be directed at one or both presenters. At the end of each debate the class will evaluate each team on the quality of presentation, soundness of arguments, and use of supporting materials on a 10-point scale, with space for comments. These ratings will not be used for the grade assignment. Each presenter will be provided with the class rating averages, a summary of the comments and feedback.

- Paper:** A 12-page (double-spaced, 12 point Times New Roman) position paper must be submitted at the time of the presentation (each presenter hands in their own paper based on their presentation). The paper gives you the opportunity to expand on your presentation points in greater detail. You will need to identify the central issue/debate, justify why the issue is contentious (i.e. the history of the issue, relevant research in the area, differing views/positions), discuss the role of psychology in relation to the issue, create a summary/discussion, and discuss the “side” you are taking and why. Please note that it is not sufficient to use the argument that the “research is flawed” to support your side. All research is flawed in some way. Provide specific criticisms of why research on the topic is flawed, and how this affects the credibility of the evidence. Whenever possible, look at the majority or summary of available research evidence (e.g., results from meta-analyses) and not just one or two studies that have findings supporting your position. **Note that your paper should expand the detail of your presentation and not merely summarize it.** The paper should be in APA format and have at least 10 references at minimum. Please review primary source material (original articles) in addition to secondary sources. Use headings to structure the text, please! You can use tables to summarize arguments or specific evidence, however the bulk of the paper should be written in complete sentences like a regular term paper. Electronic submissions of the paper is due on the day of the presentation.
- Choosing a topic:** You may choose any of the topics from your textbook for your presentation EXCEPT the topics covered in lectures. New research is published on these topics on a regular basis, so do not restrict your coverage of the issue to data presented in the chapters of the textbook. Once you have chosen your debate partner, come prepared with your 1st, 2nd, and 3rd choices for a topic (name of topic, preferred date and whether you want pro or con side). If there are too many students expressing interest in a topic, we will invite students to change topics if they do not have a strong preference. If this does not resolve the issue, the topics will be assigned by draw as needed. All topics are finalized on the date listed in the lecture schedule.
- Grading for debate/paper:** Your overall grade will be based on quality of the presentation, soundness of arguments, and use of supporting material. The total 40 marks breaks down as follows:

 - (1) 20 marks for the paper (writing, organization, consistent use of APA style, references- rubric to be posted on D2L);
 - (2) 10 marks for the quality of presentation (e.g., use of A/V aids, organization, clarity of speakers, flow of the presentation, rebuttal comments);
 - (3) 10 marks for soundness of arguments (use of empirical evidence vs. opinions, use of material outside of textbook chapter).
- Papers are to be **submitted electronically** to the D2L dropbox by 5pm on the due date. Paper copies are not required. Late papers will be subject to a 10% penalty per day, including weekends. Presentation powerpoints should also be submitted electronically to the D2L drop box by 5pm on the presentation date.*

3. **Final Exam-** 30% of your mark is based on a final 2-hour exam scheduled by the Registrar during the final examination period. The exam will consist of multiple choice, short-answer, and essay questions from the text and lectures (including guest lectures). The exam will cover lecture material presented by the instructor, as well as all assigned readings (text and articles) after the first midterm. Exact chapters

and readings will correspond to the topics selected for each debate. **Note:** Exams will be non-cumulative and closed-book (i.e., textbooks/notes/electronic devices are not permitted).

4. **Class participation:** 5% of your mark is based on class participation. It is expected that all 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. You will be evaluated on the quality of your contributions in class as demonstrated, in part, by knowledge of the readings for that week and your thoughtful analysis of the readings. You are required to come to class having completed and thought about the readings for that week. You will be asked to sign an attendance sheet at each class, but attendance alone does not guarantee a high participation grade. If you will not be in class, please email the instructor prior to class.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

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-).

Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date
T May 15	Course overview Introduction topic- <i>Abnormality</i> Halgin introductory chapter
R May 17	<i>Do we still need psychiatrists?</i> Halgin Issue 2.1
F May 18	Last day to change spring registration
M May 21	Victoria Day UNIVERSITY CLOSED
T May 22	<i>Is the Addiction Model appropriate for treating compulsive sexual behaviors?</i> Halgin Issue 1.1 Debate topics/partners finalized
R May 24	<i>Is forced treatment of seriously mentally ill individuals justifiable?</i> Halgin Issue 3.5
T May 29	Debate 1 & 2
R May 31	Debate 3 & 4 <i>Lecture: Does pornography reduce the incidence of rape?</i> Halgin Issue 3.8
T June 5	Guest lecture- Leah Tobin, MSc, PhD candidate- Topic and readings TBD, will be posted on D2L
R June 7	Midterm exam
T June 12	Debate 5 & 6
R June 14	Debate 7 & 8 <i>Lecture: Is alcoholics anonymous an ineffective treatment based on pseudoscience?</i> Halgin Issue 1.4
T June 19	Debate 9 & 10
R June 21	Debate 11 & 12
T June 26	Debate and/or lecture <i>Should youth who have committed a serious crime be sentenced as adults?</i> <i>*Readings to be posted on D2L</i> End of Classes (Last Day to Withdraw)
W Jun 28 - 30	Spring Term Registered Final Exams

Please note:

*There will be readings from the textbook associated with the debates, TBD once topics are finalized

**Some changes in the course outline may occur and some lectures may shift dates dependent on class size changes and finalized debates. Any changes will be communicated to the class during class time and posted on D2L. Students will be responsible for keeping up to date with any changes.

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 Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

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 up to 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 during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final.

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 by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

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 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.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research

and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **June 26, 2018**.

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 Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen 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.ucalgary.ca/provost/students/ombuds>)

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 May 18, 2018**. Last day for registration/change of registration is **May 18, 2018**. The last day to withdraw from this course is **June 26, 2018**.