

Psychology 585	Advanced Topics in Psychopathology	Fall 2017
-----------------------	---	------------------

Instructor:	Candace Konnert, Ph.D.	Lecture Location:	EDC152
Phone:	403-220-4976	Lecture Days/Time:	TR 9:30 – 10:45
Email:	konnert@ucalgary.ca		
Office:	Admin 235C		
Office Hours:	By appointment		

Course Description and Goals

This course will focus on the assessment, phenomenology, etiology, and/or treatment of psychological disorders. In contrast to Abnormal Psychology (Psyc 385), which provided students with an overview of different disorders, this course will review the prevalent issues both generally in the field of psychopathology and for different disorders. In addition, this course will review the conceptual and methodological issues that arise when investigating psychopathology, including the strengths and weaknesses of classificatory systems such as the DSM. Throughout the course there will be an emphasis on diversity (e.g., cultural, SES) and the availability and implementation of evidence-based assessments and treatments for psychological disorders.

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)
Students will recall basic knowledge of select diagnoses. Special emphasis will be on diversity issues in psychopathology. Students will have some exposure, through videos, case studies, etc., to people with psychological disorders.	Essay questions on exams, class participation.	1	A
Students will develop a critical and evidence-based method of thinking about the diagnosis, assessment, treatment, and prevention of mental health problems. They will describe how to conceptualize a mental health problem from a biopsychosocial perspective, and take a hypothesis-testing approach to assessing and treating mental health problems.	Essay questions on exams, discussion questions, class participation.	2	C

Students will demonstrate the ability to write accurately, clearly and concisely. They will also demonstrate presentation skills and learn how to lead a class discussion. Note that communication skills will focus on communicating to both academic and non-academic audiences within a knowledge translation framework.	Essay questions on exams, class presentation	4	A
Students will know where the most likely sources are for obtaining additional evidence-based knowledge in the area of psychopathology. Students will be able to describe the primary methodologies used in the field, including their strengths and weaknesses.	Essay questions on exams, class presentation	5	C
Students will analyze ethical dilemmas that arise in the field. These will be identified in the context of the Canadian Code of Ethics for Psychologists and relevant standards and practice guidelines.	Class participation	6	C
Students will be exposed to real-world examples of mental health problems and will be given the opportunity to apply the skills learned in this course. They will also be engaged in discussions about the problems and obstacles to providing adequate care to those with mental health problems. What can we do at a personal, social, organizational, and societal level to address disparities in mental health care?	Class participation	7	C

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 200 & 201 – Principles of Psychology I & II

PSYC 312 – Experimental Design and Quantitative Methods for Psychology

PSYC 385 – Abnormal Psychology

Required Text

Beidel, D. C., Freueh, B. C., & Hersen, M. (2014). *Adult Psychopathology and Diagnosis*. New York: John Wiley. Text is available in the University Bookstore.

Assessment Methods:

Evaluation Component	Worth	Due Date
Participation	15%	Throughout
Discussion questions	10%	As per the course outline
Presentation/discussion lead on topical issue/article	20%	Dates to be assigned
Midterm	25%	October 17
Final	30%	To be scheduled by the Registrar

Evaluation Expectations:

Participation (15%)

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 to 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.

In addition, the issues-based nature of the course is intended to elicit your thoughts and ideas about interesting and sometimes controversial topics in the field of psychopathology. Do not hesitate to share your views with others. We will strive to create an open and inclusive environment where everyone has the opportunity to share their thoughts and ideas. You will receive feedback on your participation mid-way through the semester. If you will not be in class, please email me prior to class.

Discussion questions (10%)

Students will be required to submit questions on their designated weeks, as follow:

Last names beginning with:	Dates
A - H	Sept 18, Oct 2, Oct 23, Nov 6, Nov 22
I - Z	Sept 25, Oct 9, Oct 30, Nov 15, Nov 29

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. Although all questions will not be covered in each class, be prepared to discuss your questions and views. Questions must be typed and e-mailed to me (konnert@ucalgary.ca) by noon on the due date (see class schedule for due dates) and must pertain directly to the reading for that week (i.e., **not** readings from previous weeks). Questions that do not meet this criterion or are late will receive a 0. They will be graded as follows: very good (3), satisfactory (2), or needs improvement (1). Questions should not exceed one-half page, double-spaced. If you include additional articles please cite the references in APA style.

Presentation and Discussion Lead (20%)

Students will be responsible for presenting and leading class discussion on a reading that is relevant to the topic for that week. You will be provided with a choice of topics/readings. However, if there is a topic you would like to cover that is not on the list, please meet with me. The presentation and discussion should take about 30 minutes. Presentations will be assigned during the first week of class. Students will be given guidance on how to lead a discussion (dos and don'ts)! Note that engaging other students and guiding the discussion are important for success. Please e-mail your PowerPoint slides to me no later than 3 pm on the day before your presentation and I will post them on D2L. Failure to meet this deadline will result in a 10% deduction on your grade for this assignment.

Student presentations will be evaluated using the following criteria:

- 1) Accuracy, emphasis of important points.
- 2) Organization and clarity of the presentation, use of PowerPoint slides.

- 3) Your ability to think critically about the article. Don't be afraid to take and defend a position! You may also address the significance of the article and/or implications (e.g., to the study of psychopathology, to clients and their family members, to society at large).
- 4) Your ability to lead a discussion and engage other students. (Note to all students: Please assist your fellow students by actively participating in the discussion.)

Midterm (25%) and Final Exams (30%)

The exams will be essay format. One week before the exam, I will provide you with a list of essay questions in a study guide. The material on the exams will be selected from the study guide. The final exam is not cumulative. The exams will include content from readings, lectures, and student presentations. Essays will be evaluated on both the content and, to a lesser extent, the quality and organization of the writing. Please note that the use of iPods, iPads, computers, books, or notes will not be permitted during exams.

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 Class Schedule

Date	Topic (Note that all topics/readings may not be covered in class. However, students <u>are</u> responsible for completing the assigned readings.)	Chapter from: Beidel, Frueh, & Hersen (2014) Discussion question (DQ) due
Sept 12, 14	Issues in Psychopathology: Conceptual and Methodological Issues	Chapter 1
Sept 19, 21	Issues in Psychopathology (continued)/Sleep-Wake Disorders	Chapters 2, 14 DQ due Sept 18
Sept 22	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.	
Sept 25	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.	
Sept 26, 28	Assessment/Diversity	Chapter 3, 4 DQ due Sept 25
Sept 29	Fee payment deadline for Fall Term full and half courses.	
Oct 3, 5	Schizophrenia Spectrum/Psychotic Disorders	Chapter 5 DQ due Oct 2

Oct 9	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
Oct 10, 12	Mood Disorders	Chapters 6 and 7 DQ due Oct 9
Oct 17	Midterm Exam (Chapters 1-7, 14)	
Oct 19	Anxiety Disorders	Chapter 8 DQ due Oct 23
Oct 24, 26	Anxiety Disorders (continued)/Obsessive-Compulsive and Related Disorders	Chapters 9
Oct 31, Nov 2	Trauma and Stressor-Related Disorders/Dissociative Disorders	Chapters 10 and 11 DQ due Oct 30
Nov 7, 9	Somatic symptom and related disorders	Chapter 12 DQ due Nov 6
Nov 10-12	Reading Days. No lectures	
Nov 13	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
Nov 14	Feeding and Eating Disorders	Chapter 13
Nov 16, 21	Neurocognitive Disorders	Chapter 19 DQ due Nov 15
Nov 23, 28	Sexual Dysfunction/Paraphilic Disorders/Gender Dysphoria	Chapter 15 and 16 DQ due Nov 22
Nov 30, Dec 5	Substance Use Disorders	Chapters 17 and 18 DQ due Nov 29
Dec 7	Personality Disorders	Chapter 20
Dec 8	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
Dec 11-21	Final Term Exam Period (Chapters 8-13, 15-20)	Scheduled by the Registrar

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. Under no circumstances will this be accommodated by the department.

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. Under no circumstances will this be accommodated by the department.

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.

Campus Mental Health Strategy

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:

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 **Dec 8, 2017**.

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 suypaca@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 **September 22, 2017**. Last day for registration/change of registration is **September 25, 2017**. The last day to withdraw from this course is **December 8, 2017**.