

PSYC 585
Advanced Themes in Psychopathology
Winter 2022

Instructor:	Brandy Callahan, PhD	Lecture Location:	TI 118
Phone:	403-220-7291	Lecture Days/Time:	MF 14:00 - 15:15
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Office Hours:	By appointment		

Course Description

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, socioeconomic, etc.) 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 <https://live-arts.ucalgary.ca/psychology/about#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 in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity, and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.*

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.

Course Format

This is an in-person class held on campus.

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. (2018). *Adult Psychopathology and Diagnosis*. New York: John Wiley. *Text is available in the University Bookstore. If you are unable to procure it for whatever reason, please see me. Older editions are also permitted.*

Assessment Methods

Evaluation Component	Worth	Due Date
Participation	15%	Throughout
Discussion questions	10%	As per the course outline
Presentation & discussion on topical issue	20%	Dates to be assigned
Midterm	25%	Monday, February 28
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 can check your throughout the semester by viewing your 'Participation' grade in D2L, which will be updated regularly. 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 follows:

Last names beginning with:	Dates
A – H	Jan 13, Jan 27, Feb 10, Mar 17, Mar 31
I – Z	Jan 20, Feb 17, Mar 10, Mar 24, Apr 7

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 (brandy.callahan@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. Some examples of previously submitted questions will be provided on D2L for guidance.

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.

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.)

Students who fail to give their presentation on the scheduled day will receive a grade of 0% without instructor approval.

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

Both exams will be open book take-home essay format. One week before each exam, I will provide you with a list of essay questions, based on material covered in readings, lectures, and student presentations. Students will have 1 week to submit their responses, via email to me (brandy.callahan@ucalgary), and all submissions must be received **by 11:59 pm on the deadline**. I will confirm receipt of every submission, so please follow-up with me immediately if you do not receive confirmation of receipt. Essays will be evaluated on both the content and, to a lesser extent, the quality and organization of the writing. Both the midterm and final exams will be open book, and you may consult class notes, the textbook, online resources, and recorded presentations. Students must be mindful to avoid any form of plagiarism (i.e., do not lift wording directly from the slides, readings or lectures directly into your essay). Students may not communicate with others about course material or the exam either in person or electronically during exams. The final exam is not cumulative.

Students who fail to submit their essays by 11:59 pm on the deadline will receive a grade of 0% without instructor approval.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors 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%

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 (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 (2018) Discussion question (DQ) due
M Jan 10	<i>University Lectures begin.</i> Issues in Psychopathology: Conceptual and Methodological Issues	Chapters 1, 2, 3
F Jan 14	Issues in Psychopathology: Conceptual and Methodological Issues	Chapters 1, 2, 3 DQ due Jan 13
M Jan 17	Issues in Psychopathology (continued)/Sleep-Wake Disorders	Chapters 1-3, 15
R Jan 20	<i>Last day to drop a class without penalty</i>	
F Jan 21	Issues in Psychopathology (continued)/Sleep-Wake Disorders <i>Last day to add/swap a class</i>	Chapters 1-3, 15 DQ due Jan 20
M Jan 24	Assessment/Diversity	Chapter 4, 5
F Jan 28	Assessment/Diversity <i>Fee payment deadline for Fall Term full and half courses.</i>	Chapter 4, 5 DQ due Jan 27
M Jan 31	Schizophrenia Spectrum/Psychotic Disorders	Chapter 6
F Feb 4	<i>Class cancelled (International Neuropsychological Society Annual Meeting)</i>	
M Feb 7	Mood Disorders	Chapters 7 and 8

F Feb 11	Mood Disorders	Chapters 7 and 8 DQ due Feb 10
M Feb 14	Anxiety/Obsessive-Compulsive and Related Disorders	Chapters 9 and 10
F Feb 18	Anxiety/Obsessive-Compulsive and Related Disorders	Chapters 9 and 10 DQ due Feb 17
M Feb 21	<i>Family Day No Classes</i>	
Feb 22-26	<i>Term Break No Classes</i>	
M Feb 28	Midterm Exam (Chapters 1-10, 15)	
F Mar 4	Feeding and Eating Disorders	Chapter 14
M Mar 7	Trauma and Stressor-Related Disorders/Dissociative Disorders	Chapters 11 and 13
F Mar 11	Trauma and Stressor-Related Disorders/Dissociative Disorders	Chapters 11 and 13 DQ due Mar 10
M Mar 14	Somatic symptom and related disorders	Chapter 12
F Mar 18	Somatic symptom and related disorders	Chapter 12 DQ due Mar 17
M Mar 21	Neurocognitive Disorders	Chapter 20
F Mar 25	Neurocognitive Disorders	Chapter 20 DQ due Mar 24
M Mar 28	Sexual Dysfunction/Paraphilic Disorders/Gender Dysphoria	Chapter 16 and 17
F Apr 1	Sexual Dysfunction/Paraphilic Disorders/Gender Dysphoria	Chapter 16 and 17 DQ due Mar 31
M Apr 4	Substance Use Disorders	Chapters 18 and 19
F Apr 8	Substance Use Disorders	Chapters 18 and 19 DQ due Apr 7
M Apr 11	Personality Disorders	Chapter 21
T Apr 12	<i>Winter Term Lectures End. Last day to withdraw with permission from Winter Term half courses.</i>	
Apr 19-29	Final Term Exam Period (Chapters 11-14, 16-21)	Scheduled by the Registrar

NOTE: Extra research participation course credit is not offered for this course.

Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally

binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Absence from a Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. 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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor.

The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, Thursday, January 20, 2022.** Last day add/swap a course is **Friday, January 21, 2022.** The last day to withdraw from this course is **Tuesday, April 12, 2022.**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>