

Psychology 651**Lifespan Psychopathology****Fall 2022**

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| Instructor: | Sheri Madigan 403 220 6826 | Lecture Location: | TBD |
| Email: | sheri.madigan@ucalgary.ca | Lecture Days/Time: | Friday 9:00-11:45 (MT) |
| Office: | AD131E | | |
| Office Hours: | By appointment | | |

Course Description and Objectives

This course focuses on the phenomenology and etiology of psychological disorders. Note that the content pertaining to children and adolescents is selective and strategically chosen not to overlap with content delivered in Psychology 673, Psychopathology and Psychological Assessment of Children. Although the course provides an overview of different disorders, the primary emphasis is on reviewing the most interesting and timely issues both generally in the field of psychopathology and for different disorders. In addition, this course will review the conceptual, methodological, and pragmatic issues that arise in both research and practice, including the strengths and weaknesses of classificatory systems such as the Diagnostic and Statistical Manual and the Research Domain Criteria. Throughout the course, students will consider multicultural and diversity aspects as they relate to psychopathology.

Competencies

Students will acquire a critical and evidence-based method of thinking about diagnostic practice and will become familiar with the sources for obtaining additional evidence-based knowledge in the area of psychopathology. Students will have an understanding of the primary methodologies used in the field, including their strengths and weaknesses. They will also become familiar with the most current issues and challenges faced by researchers and practitioners in the field. Students will also develop their 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.

Acknowledgments

As a settler, I work and live on the territory of the Blackfoot and the people of the Treaty 7 region in Southern Alberta. 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.

Diversity Statement

Our classroom views diversity of identity and perspectives as a strength and resource. We are all individuals with multiple sociocultural identities that intersect and shape our worldview through the

lens of privilege and oppression. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community. Please let me know if there's something we can do to make this course more equitable and inclusive.

Course Format

This is an in-person class held on campus. There will be a remote option if you or I feel unwell.

Prerequisites

Admission to the Graduate Program in Clinical Psychology or by permission of the Instructor.

Required Texts and Readings

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

Beidel, D. C., & Frueh, B. C. (2018). *Adult Psychopathology and Diagnosis (8th edition)*. New York: John Wiley.

Texts are available in the University Bookstore.

Readings: Available on D2L

Assessment Methods*

| Assessment Component | Worth | Due Date |
|---------------------------------|-------|-------------------------------|
| 1. Workshop completion | 10% | Nov 30 by 10pm |
| 2. Participation | 10% | Throughout |
| 3. Article review | 5% | Dates/articles to be assigned |
| 4. Discussion questions | 10% | Weekly: Wednesday by 10 PM |
| 5. Presentation/discussion lead | 20% | Dates to be assigned |
| 6. Midterm (essay format) | 20% | November 4 |
| 7. Final (essay format) | 25% | TBA |

*If you need to miss a presentation due to illness or other exceptional circumstances, please contact the instructor prior to class to schedule an alternate date.

Evaluation Expectations:

1. Workshop Completion (10%).

To complement your training and provide more depth of learning in this course, and your clinical training more broadly, you will take three self-paced online workshops (see workshop link in D2L for details). The first workshops should take you ~20hrs to complete (5%), and the second and third (2.5% each) will take you 3-4 hours to complete. On Dec 2, we will have a class discussion based on the knowledge you gleaned from these workshops. Students will be required to submit **three** guided discussion questions, one from each workshops. Certificates of completion for these workshops and discussion questions are due to me (sheri.madigan@ucalgary.ca) on Wednesday Nov 30 by 10pm.

2. Participation (10%)

It is expected that all students will prepare for and participate in class discussion. Effective participation involves both quality and quantity of responses. 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. 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. We will be sensitive to how we interact and engage with one another, therefore, we will have periodic check-ins to examine our own dynamics within the classroom. If you will not be in class, please email me prior to class.

3. Article review (5%)

You will be required to briefly summarize and critically evaluate one article. The expectation is that you will, in approximately 15-20 minutes, introduce us to the topic and then provide your ideas about the content. The articles represent cutting-edge developments in psychopathology, so your evaluation could potentially focus on, for example, theoretical or empirical issues, clinical utility, whether or not you think the content represents a step forward in our understanding of psychopathology, what it may neglect, diversity issues, etc. The goal of this exercise is to help you think critically about what you are reading, form your own opinion, and elicit feedback from others.

4. Discussion questions (10%)

Students will be required to submit two questions each week on the topic for that week. 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 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 (sheri.madigan@ucalgary.ca) by 10 PM on Wednesday of each week (see above for exclusions) 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). Each question should not exceed one-half page, double-spaced. If you include additional articles, please cite the references in APA style.

5. Presentation/Discussion Lead (20%)

Students will be responsible for presenting and leading class discussion on a disorder and a related reading that is relevant to the topic for that week. You will be required to choose a specific disorder that is covered after the midterm and select a reading that reviews an important and interesting issue related to that disorder. (It can be a reading from class.) Your topic and reading should be forwarded to me no later than September 30th. Please feel free to consult with me regarding the topic and/or reading. These readings will be made available to all students in the class.

The presentation should take about 60 minutes. 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) Knowledge of the literature, accuracy, emphasis of important points.
- 2) Organization and clarity of the presentation, use of PowerPoint slides.
- 3) Your ability to think critically about the issue. Don't be afraid to take and defend a position!
- 4) The significance of the issue and implications (e.g., to the theoretical and empirical study of psychopathology, to clients and their family members, to society at large).
- 5) Your ideas for future research.
- 6) 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.)

6-7. Midterm (20%) and Final Exams (25%)

Exams in this course are open book. For this course, an open book exam means that the use of class notes and the textbook/readings is permitted. The use of online resources is prohibited and not necessary to do well on the exams. Students may not communicate with others about course material or the exam during exams.

The exams will be a mix of multiple choice and essay format. The exams will be sent by email and returned to the instructor after 2 hours. 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. The questions will be broad and integrative, requiring a strong understanding and critical evaluation of the course material.

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/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

Grading Scale

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|----|---------|----|--------|----|--------|----|--------|
| 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 | Chapter from: Beidel & Frueh (2018) Additional reading links posted on D2L. |
|-----------------|--|--|
| Sept 9 | Introduction. | |
| Sept 15 | Last day to drop a class without a penalty | |
| Sept 16 | Theoretical Perspectives on Psychopathology Psychological Assessment and Research Methods Last day to add or swap a course | Readings |
| Sept 23 | Issues in psychopathology: Classification, Dual Diagnosis, Diversity Fee payment deadline for Fall Term full and half courses. | Chapters 1, 2, 3, 5, + additional readings |
| Sept 30 | UNIVERSITY CLOSED National Day for Truth and Reconciliation | |
| Oct 7 | Transdiagnostic Perspectives Anxiety Disorders Obsessive-Compulsive and Related Disorders | Chapters 9, 10 + additional readings |
| Oct 14 | Depressive disorders Bipolar disorders | Chapters 7 and 8 + additional readings |
| Oct 21 | Midterm | Course material up to and including October 14 |
| Oct 28 | <u>Guest Lecture</u> - Behaviour and Emotional Disorders of Childhood and Adolescence. | Readings |
| Nov 4 | Dissociative Disorders & Schizophrenia Spectrum and other Psychotic Disorders | Chapters 6, 13 + additional readings |
| Nov 6-12 | Term Break No Classes | |
| Nov 11 | Remembrance Day | |
| Nov 18 | Feeding and Eating Disorders & Substance Use Disorders | Chapters 14, 18, 19 + additional readings |
| Nov 25 | Gender Dysphoria & Personality Disorders | Chapters 17 and 21 + additional readings |
| Dec 2 | Trauma and Stressor-related Disorders The future of clinical psychology | Chapter 11 + workshops + additional readings |

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| Dec 7 | Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses. | |
| Dec 12-23 | Fall Final Exam Period | Date TBA. Course material from Oct 28 to Dec 2, inclusive. |

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 <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

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, September 15, 2022**. Last day add/swap a course is **Friday, September 16, 2022**. The last day to withdraw from this course is **Wednesday, December 7, 2022**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>