



Department of Psychology

Psychology 431 (L01) – Current Issues in Psychopathology

Fall Session 2007

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| Instructor: | Dr. Sally During | Lecture Location: | TRA 101 |
| Phone: | 630-7043 | Lecture Days/Time: | R 2:00- 4:45 p.m. |
| Email: | during@ucalgary.ca | | |
| Office: | A257D | | |
| Office Hours: | By appointment | | |

Course Description and Goals

Discussion of current developments and controversies in the assessment, etiology, and treatment of psychopathology. Emphasis will be on teaching students how to strengthen their critical thinking skills using controversial issues in the field of abnormal and clinical psychology as a basis for discussion and debate.

Required Text

Halgin, R.P. (2005). Taking Sides: Clashing views on controversial issues in abnormal psychology. Dushkin/MacGraw Hill. Available in the University Bookstore. Other reading are available to download through the University of Calgary Library.

Evaluation

1. 25% of your mark will be based on a multiple choice mid-term exam scheduled during class time.
2. 5% of your mark is based on class participation.
3. 35% of your mark is based on a class presentation/debate. A team of 2-3 people will debate another team of 2-3 people on a contentious issue in clinical psychology. A position paper must be submitted **at the time of the presentation**.
4. 35% of your mark is based on a final 2-hour exam scheduled by the Registrar during the final examination period. The exam will most likely consist of multiple choice and essay questions from the text, class presentations and lectures.

Points will be deducted for position papers handed in late. Late papers must be turned in to the Psychology main office, 275 Administration Building. Late papers will be subjected to a 10% penalty per day, including weekends. Emailed papers or assignments slipped under office doors or left on desks will NOT be accepted.

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 (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

Lecture Schedule

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| September 13 | <ul style="list-style-type: none"> • Course overview; discussion of debate topics and format • Does Mental Illness Exist? | |
| September 20 | <ul style="list-style-type: none"> • Gender Bias in Assessment • Does Attention Deficit Disorder Exist? | (Issue 2) (Issue 4) |
| September 27 | <ul style="list-style-type: none"> • Should psychologists prescribe medication? • Is Sexual Orientation Conversion Therapy Ethical? | (Issue 13) (Issue 20) |
| October 4 | <ul style="list-style-type: none"> • Should abstinence be the goal for treating people with alcohol problems? • ADHD and Ritalin | (Issue 8) (Issue 11) |
| October 11 | <ul style="list-style-type: none"> • CBT vs. Meds for depression • Psychotherapy for schizophrenia? | (Issue 9) (Issue 10) |
| October 18 | <ul style="list-style-type: none"> • Does Evolution Explain Why Men Rape? • Eating Disorders vs. Obesity | (Issue 18) |
| October 25 | <ul style="list-style-type: none"> • Midterm Exam | . |
| November 1 | <ul style="list-style-type: none"> • Do psychosocial factors influence the course of organic disease? | Kiecolt-Glaser, J. K., McGuire, L., Robles, T. F. & Glaser, R. (2002). Emotions, morbidity, and mortality: New perspectives from psychoneuroimmunology. <i>Annual Review of Psychology</i> , 53, 83-107 |
| November 8 | <ul style="list-style-type: none"> • Debate 1: Is divorce harmful to children? • Debate 2: Are repressed memories valid? | (Issue 17) (Issue 7) |
| November 15 | <ul style="list-style-type: none"> • Debate 3: Does media violence promote violent behavior in young people? | (Issue 15) |

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| | <ul style="list-style-type: none"> • Debate 4: Is electroconvulsive therapy ethical? • | (Issue 14) |
| November 22 | <ul style="list-style-type: none"> • Debate 5: Is multiple personality disorder a valid diagnosis? • Debate 6: Should mental health professionals serve as gate keepers for physician-assisted suicide? | (Issue 3) (Issue 19) |
| November 29 | <ul style="list-style-type: none"> • Debate 7: Is the DSM-IV a useful classification system? • Debate 8: Is pornography harmful? | (Issue 1) (Issue 16) |
| December 6 | <ul style="list-style-type: none"> • Review for final exam | |
| December 10-19 | <i>FINAL EXAM – To Be Determined by the Registrar</i> | |

Psych 431 Debates and Position Paper

Rationale: Presentations at 400-level psychology courses is common. The experience can be invaluable in preparing you for future oral reports, whether for graduate school, medical school, law school or the business world. The material in Psych 431 lends itself to a debate-style presentation. You will notice the textbook is organized in a pro/con format. For every topic, there is compelling evidence on both sides of the issue. There is no right or wrong answer to each issue, so there will be no winner or loser to the debates. Rather, the debates provide the opportunity to review evidence in detail (i.e. sort out opinion/myth from fact), promote discussion and critical evaluation of the issue.

Format: A team of 2-3 people will debate another team of 2-3 people on a contentious issue in abnormal or clinical psychology. Twenty to 25 minutes is allotted for each team'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. Your main presentation can follow any style you think would work for the topic. The majority of students use PowerPoint slides; you can also use overheads. You don't need to provide an exhaustive background on the topic except 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, or other ice-breakers. However, try not to let your presentations get too casual – these are still scientific presentations.

In previous classes, the back and forth discussion during the rebuttal often become quite 'spirited.' Although I encourage this, it creates the frequent problem of going over time. Therefore, I will ask each side to limit their rebuttal comments to two major points. That is, chose two major points the other side presented and attempt to dispute them with your evidence or arguments. The debate will conclude with questions from the class.

Position Paper: A 10 to 12 page (double spaced, 12 point Times New Roman or 11 point Arial) position paper must be submitted at the time of the presentation. The paper gives you the opportunity to expand on your presentation points in greater detail. 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 preponderance of evidence (e.g. results from meta-analyses) and not just one or two studies that have findings supporting your position.

The paper should be double spaced, in APA format and have at least 10 references. Please review primary source material (original articles) in addition to secondary sources. Use headings to structure the text please! You can use tables, or point form to summarize arguments or specific evidence, however, the bulk of the paper should be written in complete sentences like a regular term paper. An electronic copy of the paper should also be submitted. I will post the file on the course web page for other students in the class to download. The purpose of this is to provide the rest of the class with notes from which to study for the final. It also allows you to focus on listening to your classmate's presentations rather than frantically taking notes.

Choosing a Topic: I have pre-selected a sample of issues from the textbook for the debates. These topics I feel are the most interesting and controversial in the field of abnormal/clinical psychology. New findings are appearing on these issues almost every day. Selection of the topic is first come, first served. Once you have your group together, provide me with your 1st and 2nd choices for topic (name of the topic and whether you want pro or con side). You can also choose a topic that does not appear on the list but you will need to find another team of students willing to debate the other side of the issue.

Group work: The majority of students have no problems working together in preparing for the presentations. However, occasionally a team experiences problems within their group. The most common concern I hear is that one person is not doing their share. A few suggestions to prevent this from happening are:

1. Divide the work up logically with clear expectations on length and quality.
2. Set deadlines in advance of the presentation date to review the material within your group. For example, if you are writing a section of the paper, have it ready at least one week before the due date to review, edit, and condense the material to everyone's satisfaction.
3. Have open discussions on how the work is going and who in the group should be doing more or less. Electing a team leader is not a bad idea provided the individual delegates work equally and is not expecting to do everything themselves.
4. Please be mindful of individual strengths and weaknesses. Some students are better writers, while others are better at public speaking. Divide up the work according to the strengths of your group members.

If you are experiencing problems within your group and cannot resolve them internally please talk to me before the presentation date. We can probably work out a solution. Please do not wait until after the presentation is done and the paper submitted to tell me about the problem. At that point there is little I can do grade-wise.

Grading: Your overall grade will be based on quality of the presentation, soundness of arguments, and use of supporting material. The total 35 marks for the debate breaks down as follows:

- 15 marks for the paper (writing, organization, consistent use of APA style)
- 10 marks for the quality of the presentation (e.g. use of A/V aids, organization, clarity of speakers, flow of presentation, rebuttal comments)
- 10 marks for soundness of arguments (use of empirical evidence vs. opinions, use of material outside of textbook chapter).

In addition, the class will rate each team on quality of presentation, soundness of arguments, and use of supporting material using a 1-10 scale. They can also provide written comments. The rating will not be used in your mark, but I'll provide each team with average class ratings, summary of comments, and instructor grades, feedback

University of Calgary Curriculum Objectives

University of Calgary Curriculum Objectives:

- 1) This course addresses the following core competencies:
 - Critical and creative thinking
 - Analysis of problems
 - Organizing information
 - Abstract reasoning
 - Insight and intuition in generating knowledge
 - Interpretive and assessment skills

These core competencies will be incorporated through the use of interactive class discussions and roleplays, focusing on the encouragement of creative thinking and experiential learning. Students are continually encouraged to critically reflect upon families' and children's experiences and capabilities. There will be an emphasis on problem formulation and the sensitive and thorough consideration of contributing variables.

- 2) This course addresses the following curriculum redesign features:
 - a defined interdisciplinary component
 - an experiential learning component relevant to the program objectives
 - integration of research

The course will emphasize the value of multidisciplinary teams. Recent advances in relevant research will be discussed, together with the encouragement of critical analysis of treatment-based research.

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. 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 fifteen 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 fifteen 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 a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course. Note that the lecturer must approve any tape recordings of lectures.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Course Credits for Research Participation

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 an individual's final grade. Students can create an account and access the Research Participation System website at <http://ucalgary.sona-systems.com>. The last day to participate in research is December 6, 2007.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and **still receive a fee refund** is September 21, 2007. The last day to withdraw from this course is December 7, 2007.