



Psychology 651-01

Psychopathology

Instructor:	Candace Konnert	Lecture Location:	A247B
Phone:	403-220-4976	Lecture Days/Time:	Tues. 1-4
Email:	konnert@ucalgary.ca		
Office:	Admin 235C		
Office Hours:	By appointment		

Course Description and Goals

This course will provide an overview of the major psychological disorders in adults, with an emphasis on the phenomenology, etiology and course of the disorders from a theoretical and empirical point of view. A semester course that tries to cover the entire field of psychopathology can at best be an introduction to the many different diagnoses. Therefore, students are responsible for all material in the course, regardless of whether we have time to cover it in class. A primary goal of the course is therefore to lay a foundation upon which the student can build through his or her own self-study, related courses, and practical experience.

PSYC 651 is a core offering in the Program in Clinical Psychology. Course demands and expectations are consistent with those for students who are enrolled in a doctoral level program of research and training. The course assumes a basic knowledge of abnormal psychology, experimental methods, statistics, developmental psychology, basic personality theory and biological processes. Students who have not had undergraduate courses in all of these areas may need to do additional reading to understand some of the concepts and study findings discussed in this course.

Course Objectives:

1. Students will acquire basic knowledge of all the major adult diagnoses and some of the less common ones. Special emphasis will be on diversity issues in psychopathology.
2. Students will acquire a critical method of thinking about the field of psychopathology that will help them in evaluating future research.
3. Students will know where the most likely sources are, to seek out additional knowledge should this prove necessary in future practicum settings or in pursuing a line of research.
4. Students will have some exposure, through videos, case studies, etc., to people who have active psychiatric disorders.
5. Students will have an understanding of the primary methodologies used in the field, their strengths and weaknesses.

Required Text

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2013). *Psychopathology: History, diagnosis, and empirical foundations 2nd edition*. New York: John Wiley.

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

Additional readings: TBA

Note: Although not explicitly stated in the course outline, it is expected that you will review the relevant disorders in the DSM-5 as the different diagnostic categories are discussed in class.

Evaluation:

Participation and questions– 20%

Midterm – 25%

Presentation – 25%

Final – 30%

Evaluation Expectations:

(1) Participation and questions

As this is a graduate class, it is expected that 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. Students will be expected to do the readings prior to class and be prepared to comment on and raise questions related to the readings. To facilitate this, students will be required to submit 1-2 questions on the topic. **Note that you are not required to submit questions on the day you give your presentation, or on the days that there are guest speakers (Oct. 8 and Nov. 5).** 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 and be prepared to share and defend your “educated” views! Questions must be e-mailed to me **by 6 PM** and the presenter (if applicable) the day before class and will be graded as follows: excellent, satisfactory, or needs improvement. Be prepared to discuss your questions in class.

(2) Student Presentations and Discussion

Students will be responsible for presenting and leading class discussion on one topic. The presentation and discussion (including addressing the questions brought to class that day) should take about 75 minutes (45 minutes for the presentation, 30 minutes of discussion). Please assist your fellow students by actively participating in the discussion.

Presentations will be assigned in the first class. With regards to the presentation, please provide me with a copy of your PowerPoint slides no later than Monday at 5pm of the week of your presentation. (Note that this is a firm deadline.) I will post these to Blackboard.

Student presentations will be evaluated using the following criteria:

- 1) Content, organization, and clarity (e.g., prevalence, **brief** description of the diagnostic criteria, course, differentials, common comorbidities, ability to meet the deadline).
- 2) Integration of the literature that is assigned and, **if relevant**, 1 or 2 additional readings that provide empirical support and/or novel or critical perspectives. Note that this IS NOT intended to be an exhaustive literature review, but instead should reflect articles that provide interesting and/or thought-provoking perspectives on your topic, or provide additional evidence for a position you are taking on a diagnostic issue (reference these articles in your powerpoint slides). Feel free to consult with me about your articles.
- 3) Ability to engage others in discussion by focusing on interesting and topical issues (i.e. ability to foster debate) or by presenting the material in creative ways.
- 4) Ability to think critically about the conceptualization of the disorder and diagnostic issues. Don't be afraid to provide an opinion or take a position on an issue!
- 5) Your ideas about directions for further research.
- 6) Your coverage of diversity issues. Please note that diversity can take many forms and may not be limited to cultural differences.

Examinations

There will be two *non-cumulative* exams in this course that could include any of the class material or readings. Midterm and final examinations will each be 2 hours long and will consist of long and/or short essays. The focus of the exams will not be on reiterating details from the reading but instead will focus on conceptual issues, critical analysis, etc. Examples of essay items from past exams will be provided.

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-).

Class Schedule

Sept 10	Introductions/Organizational Meeting
Sept 17	Issues in Psychopathology: Conceptual and Methodological Issues
Sept 24	Diversity/Developmental Psychopathology
Oct 1	Anxiety Disorders

Oct 8	Depressive/Bipolar Disorders: Dr. Keith Dobson
Oct 15	MIDTERM EXAM
Oct. 22	Obsessive-Compulsive and Related Disorders/Trauma and Stressor-Related Disorders
Oct 29	Somatic Symptom Disorders/Dissociative Disorders
Nov 5	Schizophrenia Spectrum/Psychotic Disorders: Dr. Vina Goghari
Nov 19	Sexual Dysfunction/Gender Dysphoria/Paraphilic Disorders
Nov 26	Personality Disorders
Dec 3	Neurocognitive Disorders/Sleep Disorders
TBA	FINAL EXAM

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. 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 Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

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 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.

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 except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

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 via the Department Office (Admin 275), 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.

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 Ombudsman's Office

The Office of the Student Ombuds 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.su.ucalgary.ca/services/student-services/student-rights.html>).

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 20, 2013**. Last day for registration/change of registration is **September 23, 2013**. The last day to withdraw from this course is **December 6, 2013**.