

Psychology 651	Psychopathology	Fall 2018
<b>Instructor:</b>	Candace Konnert	<b>Lecture Location:</b> AD247B
<b>Phone:</b>	403-220-4976	<b>Lecture Days/Time:</b> F 9-11:45
<b>Email:</b>	konnert@ucalgary.ca	
<b>Office:</b>	Admin 235C	
<b>Office Hours:</b>	By appointment	

### Course Description and Goals

This course will focus on the phenomenology and etiology of psychological disorders. It will provide an overview of different disorders but will also review 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 DSM. Throughout the course there will be an emphasis on diversity.

### Required Texts

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

Beidel, D. C., Freueh, B. C., & Hersen, M. (2014). *Adult Psychopathology and Diagnosis*. New York: John Wiley.

*Texts are available in the University Bookstore.*

Readings: TBA

### Evaluation:

Evaluation Component	Worth	Due Date
Participation	15%	Throughout
Discussion questions	10%	Weekly: Wednesday 10 PM, except for Oct 31 and Nov 14
Presentation/discussion lead on topical issue/article	20%	Dates to be assigned
Midterm	25%	Nov 2
Final	30%	Scheduled by the Registrar

Please note that the use of study aids (e.g., class notes, text), iPods, iPads, computers, books, or notes will not be permitted during exams

## 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.

## Evaluation Expectations:

### (1) 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. 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. 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.

### (2) 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 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 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). Questions should not exceed one-half page, double-spaced. If you include additional articles please cite the references in APA style.

### (3) Presentation and 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 from a list that will be provided to you and select a reading that reviews an important and interesting issue related to that disorder. Your topic and reading should be forwarded to me no later than September 30<sup>th</sup>. 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 and discussion 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) 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.)
- 5) The reading you have chosen.

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

The exams will be essay format. 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.

**Grading Scale**

A+	96-100%	B+	83-85%	C+	72-75%	D+	59-62%
A	90-95%	B	79-82%	C	67-71%	D	55-58%
A-	85-89%	B-	76-78%	C-	63-66%	F	0-54%

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	Chapter from: Beidel, Frueh, & Hersen (2014) See reading list on D2L for assigned articles.
Sept 7	No class: Clinical workshop	
<b>Sept 13</b>	<b>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.</b>	
Sept 14	<b>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.</b>	
Sept 14	Introductions	Chapter 1

	Issues in Psychopathology: Conceptual and Methodological Issues	
Sept 21	Issues in Psychopathology (continued)/Diversity/Sleep-Wake Disorders	Chapters 2, 4, 14
<b>Sept 21</b>	<b>Fee payment deadline for Fall Term full and half courses.</b>	
Sept 28	<b>No class</b>	
Oct 5	Schizophrenia Spectrum/Psychotic Disorders	Chapter 5
<b>Oct 8</b>	<b>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</b>	
Oct 12	Bipolar and Related Disorders Mood Disorders: Depressive Disorders	Chapters 6 and 7
Oct 19	Anxiety Disorders	Chapter 8
Oct 26	Obsessive-Compulsive and Related Disorders/Trauma and Stressor-Related Disorders	Chapters 9 and 10
<b>Nov 2</b>	<b>Midterm Exam</b>	<b>Chapters 1, 2, 4-10, 14 and readings</b>
Nov 9	Dissociative Disorders/Somatic Symptom Disorders	Chapter 11 and 12
<b>Nov 11-17</b>	<b>Reading Days. No lectures</b>	
<b>Nov 12</b>	<b>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</b>	
Nov 23	Feeding and Eating Disorders/Neurocognitive Disorders	Chapter 13 and 19
Nov 30	Sexual Dysfunction/Paraphilic Disorders/Gender Dysphoria	Chapters 15 and 16
Dec 7	Substance Use Disorders/Personality Disorders	Chapters 17, 18, 20
<b>Dec 7</b>	<b>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.</b>	
<b>TBA</b>	<b>Final Exam</b>	<b>Chapters 11-13, 15-20 and readings</b>

### 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 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 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](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](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/>).

### **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](mailto:suypaca@ucalgary.ca)  
**Student Union Faculty Rep.:** [arts1@su.ucalgary.ca](mailto: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](mailto: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 13, 2017**. Last day for registration/change of registration is **September 14, 2017**. The last day to withdraw from this course is **December 7, 2017**.