

PSYC 435 Advanced Topics in Abnormal Psychology: Psychotic Disorders
Fall Term 2015

Course Instructor

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Office Hours: By appointment

Class Location & Times

Humphrey Hall, Room 223
Mondays 2:30 – 4:00pm
Thursdays 4:00 – 5:30pm

Objectives

The objective of PSYC435 is to provide students with an in-depth understanding of research in psychotic disorders such as schizophrenia and severe mood disorders. Topics will include symptoms of psychotic disorders, neurocognitive dysfunction and its relationship to disability, pharmacological and psychological treatment, and the assessment of symptoms across the lifespan. Emphasis is placed on readings, critical review of original research articles, and conceptualizing directions for future study.

Course Format

The format of this course will be largely focused on class discussion and small group activities, with brief didactic lectures from the professor and guest lecturers.

Required Readings

There is no textbook for this class.

You will be assigned required readings and are expected to have read them by the start of the assigned class.

Evaluation

1. Class Presentations

(a) Team Topic Reviews (30%)

In teams of six students, prepare a 30-minute presentation. The presentation will be followed by 15 minutes of questions from students and the professor. Each team member should contribute equally to the development and delivery of the presentation.

Students should develop slides and/or other props for their presentation. The professor will provide the possible topic areas and specific articles for review.

Grading will be based on the comprehensiveness (7.5%) and synthesis (7.5%) of the content, clarity of the presentation (5%), ability to pose important new research questions (5%) and ability to answer questions succinctly and accurately (5%).

All students should be prepared to ask questions of their peers, which will contribute to their credit toward class participation.

(b) Examining Original Data from Popular Media Reports (20%)

In groups of five, students will identify a popular press article that cites a scientific report on psychosis.

The team will retrieve the original data article that was cited and discuss in class the degree to which the media representation of the issue is supported by the data in the paper.

These class presentations will be approximately 15-20 minutes with approximately 10 minutes of discussion by the whole class.

Grading will be based on the critique of the article (10%) and a re-interpretation of the findings (10%) based on a more accurate interpretation of the data, each during the oral presentation.

2. Class Participation and Activities (20%)

(a) Discussion of Readings and Class Topic:

Students are expected to read the assigned articles prior to class. Discussion of the articles will be led by the instructor and each student is expected to provide critical comments. Students should be able to contribute to the discussion by speaking about the background and importance of the work, critique the methods chosen, and discuss the implications of the results. (10%)

(b) Participation in class debates and activities

Informal debates and a variety of other class activities will be held during the term.
(10%)

3. Writing Assignments (30%)

Three writing assignments (10% each) will be assigned throughout the term. These tasks will require you to briefly (usually one to two pages double spaced) respond to specific questions from the instructor. The writing assignments will be assigned two weeks ahead of time.

Disability Accommodations

If a student requires any special accommodations it is his or her responsibility to contact the professor and provide documentation.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at:

<http://www.queensu.ca/hcds/ds/>

Missed Class or Late Assignment Policy

Students can only be excused from assignments for compassionate reasons; that is, illness, accident, or a death in the family. Written documentation must be provided. Students missing an assignment without a legitimate reason & documentation will receive a mark of 0%. If documentation is not provided, 5% will be deducted for each day a writing assignment is late.

Statement on Academic Integrity

The following is taken from the Faculty of Arts and Sciences:

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities)

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see <http://www.queensu.ca/artsci/sites/default/files/Academic%20Regulations.pdf>), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Class Schedule

Note: The following schedule is subject to change. Students will be notified via Moodle and/or in class of scheduling changes.

Date	Topic	Readings and Assignments
Sept 14	Psychosis: Introduction and History	
Sept 17	Illness Characteristics and Symptoms: Focus on Positive Symptoms	1. Tandon et al., (2009)
Sept 21	Illness Characteristics and Symptoms: Focus on Negative Symptoms	1. Tsuang et al., (2000)
Sept 25	Illness Characteristics and Symptoms: Focus on Neurocognitive Symptoms	1. Keefe & Fenton (2007)
Sept 28	CLASS CANCELLED	
Oct 1	Mood Disorders	1. Souery et al., (2011) 2. Goghari et al., (2012)
Oct 5	Differentiating Psychotic Disorders	1. Cueller et al., (2005) 2. Peralta & Cuesta (2008) <i>Writing Assignment 1 Due</i>
Oct 8	Psychosis in the Media Class Presentations	Media Presentations 1, 2, & 3
Oct 12	Psychosis in the Media Class Presentations	Media Presentations 4, 5, & 6
Oct 15	CLASS CANCELLED - THANKSGIVING	
Oct 19	CLASS CANCELLED	
Oct 22	Etiology	1. Insel, (2010) 2. Lewis & Levitt, (2002)

Oct 26	Hallucinations and Delusions as Cognitive Dysfuctions	1. Lepage et al., (2007) 2. Laroi et al., (2007)
Oct 29	Psychosocial Treatments	1. Dixon et al., (2010) Writing Assignment 2 Due
Nov 2	Neurocognitive Enhancement GUEST LECTURE	1. Wykes et al., (2011) 2. Bowie et al., (2012)
Nov 5	Biological Treatments	1. Krebs et al., (2006) 2. Harrow et al., (2012)
Nov 9	Hospitalization	1. Szasz, (1970) 2. Chodoff, (1984) Debate 1
Nov 12	The Psychosis Prodrome and Ultra-High Risk GUEST LECTURE	1. McGorry et al., (2009) 2. Fusar-Poli et al., (2012) <u>Supplemental Readings</u> 1. de Koning et al., (2002) 2. Yung & Nelson (2011) Debate 2
Nov 16	Course of Illness and Outcomes	1. Robinson et al., (2004) <u>Supplemental Readings</u> 1. Andreasen et al., (2005) 2. Jaaskelainen., (2012) 3. Harrow et al., (2014) Team Presentation 1

Nov 19	Cigarettes, Cannabis and Psychosis	<ol style="list-style-type: none"> 1. Kendler et al., (2015) 2. Henquet et al., (2004) <u>Supplemental Readings</u> <ol style="list-style-type: none"> 1. Zammit et al., (2003) 2. Auther et al., (2012) Team Presentation 2
Nov 23	Criminality and Violence	<ol style="list-style-type: none"> 1. Fazel et al., (2009) <u>Supplemental Readings</u> <ol style="list-style-type: none"> 1. Fullam & Dolan, (2006) 2. Swanson et al., (2004) 3. Swanson et al., (2006) Team Presentation 3
Nov 26	Cultural Factors in Psychosis	<ol style="list-style-type: none"> 1. Isaac et al., (2007) <u>Supplemental Readings</u> <ol style="list-style-type: none"> 1. Abbo et al., (2009) 2. Morgan et al., (2010) 3. Bauer et al., (2011) Team Presentation 4
Nov 30	Stigma	<ol style="list-style-type: none"> 1. Link & Phelan, (2001) <u>Supplemental Readings</u> <ol style="list-style-type: none"> 1. Pescosolido et al., (2011) 2. Park et al., (2012) Team Presentation 5 Writing Assignment 3 Due
Dec 3	Phenomenology of Psychosis and Recovery	<ol style="list-style-type: none"> 1. Rosenhan, (1973) 2. Spitzer, (1975)