

CLINICAL PSYCHOLOGY
PSYC 236
Winter 2020

Location: Dunning Auditorium
Time: Mondays 230-350pm, Thursday 400-520pm

Instructor

Dr. Christopher Bowie
Email: BowieC@queensu.ca
Office Hours: To be announced
Craine Hall, Room 219

Teaching Assistants

Name: **Kayla Mooney** (email: kayla.mooney@queensu.ca)
Office hour: By appointment

Kayla Mooney is the TA responsible for all matters pertaining to the administration and marking of examinations. Contact Kayla for questions about exam scheduling, special accommodations, grades, or general questions about course administration. If Kayla cannot answer your question, she will forward your email to the course instructor. Kayla will post office hours for reviewing exams.

Name: **Stephanie Woolridge** (email: s.woolridge@queensu.ca)
Office hour: By appointment

Stephanie Woolridge will attend Monday and Thursday lectures. Contact her via the forums set up in onQ or by email if you have questions about course material. Stephanie is also the TA responsible for online (onQ) assistance. Contact her via e-mail if you have any issues accessing materials, using onQ, or general questions about the course.

Note: One of the duties of the teaching assistants is to assist with questions regarding content and examinations. onQ forums will be used for students to post questions about course content that will be responded to by **Stephanie Woolridge**. Questions about examinations should be sent to **Kayla Mooney** (email: kayla.mooney@queensu.ca). If the TAs cannot answer the question, they will forward the e-mail to the instructor.

Required Textbook

Dozois, DJA. Abnormal Psychology: Perspectives. DSM 5 Update Edition

Course Notes

Copies of lecture slides will be made available via onQ.

Note that some slides may change and some images and slides are presented for academic purposes but due to copyright are not shared in the distributed lecture slides.

Course Goals and Objectives

The purpose of this course is to provide a comprehensive introduction to theories of diagnosis, etiology, and treatment of mental illness. Controversial topics will be presented in this course that will challenge students to think critically and creatively.

The course will be presented as a series of 80 min lectures, as outlined below. Although lectures will be based on the topics covered in the text, there will not be enough class time to deal with every topic. Students are responsible for the material in the text that is not covered during class time. Assigned readings should be done before the lecture because they will help in the understanding of material presented in lectures. The lectures will also present new material not covered by the textbook, reflecting the most current research and knowledge: students are also responsible for this material, and therefore it is important to attend all lectures.

Objective 1. Students will distinguish the diagnostic features of mental disorders to critically evaluate their overlapping and independent features

Objective 2. Students will identify the independent and interactive biological and environmental factors associated with mental illnesses to evaluate the possible contributing factors to the onset and course of the conditions

Objective 3. Students will contrast available treatment options for mental illnesses to critique the historical, present, and nascent opportunities to reduce symptoms and improve functioning

Objective 4. Students will be able to critically evaluate basic research and clinical methods for classifying psychopathological conditions

Statement on Academic Integrity

Please note the University's policy on Academic Integrity

<https://www.queensu.ca/artsci/students-at-queens/academic-integrity>

Copyright of Course Materials

Course material is copyrighted and is for the sole use of students registered in Psyc236. This material shall not be distributed or disseminated to anyone other than students registered in Psyc236. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Course Evaluation

A) Exams (85% of final grade)

All exams will consist of 40 multiple choice questions and will be noncumulative. Two will take place during class hours and one will be scheduled for the final exam period. The exams are all equally weighted.

In-class Exam 1: February 6th during class period, **28.33% of the final grade**

In-class Exam 2: March 12th during class period, **28.33% of the final grade**

Final Exam: During exam period, TBA, **28.33% of the final grade**

****Students are responsible for all material in the textbook, even if it is not directly covered in class. Likewise, students are responsible for all material covered in class, even if it is not addressed in the textbook.**

B) Writing Assignments (15% of final grade)

Students will complete *three* writing assignments. These reflections must each be no more than 150 words. If you write more than 150 words, the TAs will only grade the first 150 words. (Simply use the word count in your document to ensure you adhere to this requirement).

There are specific due dates for each assignment, because the topics are linked to the material covered in classes. One reflection is required prior to the exam for each section of the course (i.e., before exam 1, between exam 1 and 2, and between exam 2 and end of term. These posts will each be worth 5 points of your final grade.

The objective of the writing assignments is to give you the opportunity to explore a curiosity that you have from the class by finding a research article that helps you better understand the topic. The idea for the topic can originate from an issue presented in class or from the textbook.

Submission of the three assignments is due before midnight Feb 9th, March 17th, and April 6th. Documents will be submitted on OnQ with instructions to follow.

For each of the three writing assignments, you have four goals.

1. Describe the motivation for the question you are asking (e.g., In lecture and the text, we learned that sex and gender are associated with incidence of depression, but we did not talk their relationship with outcomes. I wondered whether sex differences in depression are also related to treatment effects.)
2. Put your curiosity from what was missing in class or lecture into a succinct research question that you can explore (e.g., I wondered whether gender differences in depression are related to treatment response).
3. Demonstrate how you resolved the question by searching for a recent scientific paper and briefly describing the results and how they help answer your question (try to find an article from 2010 or later). Try to find an *original data* paper *or a review paper that uses data* to come to conclusions, rather than a paper that offers a summary or opinions without presenting statistical results. At the end of your paragraph, link to the article with the URL and/or a citation. The URL and/or citation do not count toward your word count. For example, in google scholar, you can use the search terms: (depression, "sex differences", "treatment response", antidepressant) with the range set to since 2015. On the first page, I found a very recent article on a new treatment possibility, ketamine. These search terms did not yield quite the specificity that I was hoping for, so I also looked at the “Related Searches” toward the bottom of the page. There, I found the term: “antidepressant efficacy sex differences”. This helped me, find a review that highlighted the controversies and conflicting literature.
4. Conclude with a short statement that indicates how what you learned opens up even more questions and put it in a broader context (e.g., legal issues, societal issues, stigma). In the example above, you might have not heard about ketamine, so you can write something like: I did not know that ketamine was being proposed for depression. I can see how even if it enters mainstream treatment people might think that it is a drug of abuse, creating more stigma for those with depression.

So, the writing assignment might look like this:

In lecture and the text, we learned that sex and gender are associated with incidence of depression, but we did not talk their relationship with outcomes. I wondered whether sex differences in depression are also related to treatment effects. Freeman found no significant differences for a new potential treatment, ketamine (1), but a review of the standard antidepressant treatments suggests that there are contradictory results – some show a better treatment response in females, but others show no differences (2). I can see that much more work needs to be done in this area, given the conflicting results – perhaps a large trial with direct aims at exploring sex differences is needed. I did not know that ketamine was being proposed for depression. I can see how even if it enters mainstream treatment people might think that it is a drug of abuse, creating more stigma for those with depression.

1. Freeman, M. P., Papakostas, G. I., Hoepfner, B., Mazzone, E., Judge, H., Cusin, C., ... & Trivedi, M. H. (2019). Sex differences in response to ketamine as a rapidly acting intervention for treatment resistant depression. *Journal of psychiatric research*, 110, 166-171.
 2. Kokras, N., & Dalla, C. (2017). Preclinical sex differences in depression and antidepressant response: Implications for clinical research. *Journal of neuroscience research*, 95(1-2), 731-736.
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*Note, it would be a bad idea to copy the above examples for your own responses!

Grading Rubric:

- 0 points: Not completed, a writing unrelated to the topics, or very minimal effort.
- 1 point: Reflects minimal thought on a topic or simply restates the content from class or textbook or only adequately addresses one of the goals. Writing might reflect a point that was clearly covered in class or the text.
- 2 points: Fails to adequately address two of the goals or only partially addresses most goals. Writing might cover a point that was mostly addressed in class or the text.
- 3 points: Fails to address one of the goals, only partially addresses two of the goals, and/or does not integrate the points across the goals.
- 4 points: Addresses most goals, but does not fully address all four.
- 5 points: Writing suggests an understanding of the issue and an idea for exploring the topic with more depth than what was presented in class or text, with a clear link between the motivation to address the issue, information gained, and future directions to explore.

Late submissions will not be accepted.

Extra Credit

Participant Pool (Volunteer Research Participation)

Students in this course have the option of volunteering in psychological research being conducted by faculty and advanced students in the Psychology Department. **This is a voluntary activity that is acknowledged by awarding up to 2% bonus marks on your final grade (if you complete 2 hours of research participation).** These bonus marks will be added to your final grade at the end of the year.

*See end of syllabus for more information

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Psyc 236 Accommodations for Exams

Please contact our TA, **Kayla Mooney** (email: kayla.mooney@queensu.ca) with regard to accommodations. Please see the following link for the University policy on accommodations.

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Travel during exams. According to university regulations, students are expected to be available to write scheduled exams at any time during the official April examination periods as well as during any scheduled class times. Requests to write a makeup exam because of conflicting travel plans (e.g., flight bookings) or requests to miss an in class exam due to other plans will NOT be considered except under extraordinary circumstances. Students are advised to wait until the final exam schedules are posted before making any travel arrangements.

Please see the following webpage under "Exam Absence" for additional information: <http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalolicies.html>

Course Outline

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

		Topic	Chapter
Jan	6	Concepts of Psychopathology	1
	9	Mood Disorders	8
	13	Mood Disorders	8
	16	Schizophrenia	9
	20	No class	---
	23	Schizophrenia	9
	27	Schizophrenia	9
	30	Anxiety	5
	Feb	3	Anxiety
6		EXAM 1	---
10		Dissociation & Somatic Disorders	6
13		Dissociation & Somatic Disorders	6
17		Reading Week	
20		Reading Week	
24		Eating Disorders	10
27		Sexuality	13
March		2	Substance Use Disorders
	5	Personality Disorders	12
	9	Personality Disorders	12
	12	EXAM 2	---
	16	Developmental Disorders	14
	19	Behaviour & Emotional Disorders	15
	23	Aging and Mental Health	16
	26	Therapies	17
	30	Therapies	17
April	2	Stigma	No Reading

Extra Information for Extra Credit:

In this course you can earn bonus points by participating in the Psychology Research Participant Pool. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the information posted at the [Psychology Participant Pool page on the Department website](#).

All students will be activated in the participant pool by the 3rd week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information by the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 *unexcused* no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

Note that your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits, prescreening) should be directed to the participant pool coordinator at participant.pool@queensu.ca.