

ADVANCED ADULT CLINICAL PSYCHOLOGY

PSYC 336

Fall 2023

Tuesday 8:30-9:50am

Friday 10:00am-11:20am

Land Acknowledgement

Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands. – [Four Directions Indigenous Student Centre, Queen's University](#)

Course Description

I have been studying the etiology, pathology, and treatment of mental illness for the past 25 years and I am very excited to share this knowledge with you. We will be covering a wide range of mental health conditions – depression, anxiety disorders, eating disorders, psychotic spectrum disorders, and many others (see below). Theory and research will be emphasized that cuts across traditional diagnostic categories and will focus on domains of social, cognitive-affective, and biological functioning. An advanced understanding of mental health conditions will not only be useful if you are intending to pursue a career in a mental health field, but will also serve you well in your relationships with friends and family who may be diagnosed with such conditions.

Questions About the Course and Contacting the Teaching Team

Throughout this course, if you have general questions about the course or any of the content in the textbook or lectures, please contact me or the TAs using the contact info posted in OnQ. Please note that to maintain a healthy work-home balance, we generally only answer during business hours (9am-5pm). However, we will try to answer within 24 hours. You are also encouraged to attend my or the TA office hours.

Equity, Diversity and Inclusivity Statement

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to cover research from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. I would like to discuss issues of diversity in science as part of the course from time to time.

Furthermore, I would like to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honours your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this, if you have a name and/or set of pronouns that differ from those that appear in your official Queen's records, please let me know!

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including me) that made you feel uncomfortable, please talk to me about it. (Anonymous feedback is also an option). As a

participant in course discussions, you should also strive to honour the diversity of your classmates.

Relatedly, most of the readings in this course were written 3-6 years ago. We have made a lot of strides since then, especially in terms of our use of inclusive and non-marginalizing language. If you read something in the readings that you find offensive or upsetting, please let me know. I will try my best to contextualize the information in the readings, but I might miss something. **Please be assured that my decision to assign these particular readings does not mean that I accept and/or agree with all of their content.**

Important University Dates

Key dates (first day of class, tuition due date, last day to add/drop courses) are important to your academic success. Please find them at [Important Dates](#).

Intended Student Learning Outcomes

To complete this course, students will demonstrate their ability to:

1. Understand the definitions of, and assessment methods for, psychopathology
2. Identify and describe the major etiological models of psychopathology
 - a. Describe the major evidence-based treatment modalities for psychopathology
3. Apply the knowledge of etiological treatment models for psychopathology to develop novel research questions

Required Reading (available at the campus bookstore)

PSYC336 Course Pack

Methods of Assessment and Grading Scheme

Brochure Assignment:	20%	[Tuesday, October 17th, 6:00pm]
Midterm Exam:	25%	[Tuesday, October 20th]
Group Poster:	15%	[Monday, November 27th, 6:00pm]
Group Presentation:	15%	[Tues. Nov. 28th or Fri. Dec. 1]
Final Exam:	25%	[Final exam period]

1. Midterm Exam: The midterm exam will consist of multiple-choice and short essay questions. The material on the exams will come directly from the class lectures and readings. The midterm will cover everything up to reading week. Please see the outline below for the topics covered on the midterm exam.

2. Final Exam: The final exam will consist of multiple-choice and short essay questions. The material on the exams will come directly from the class lectures and textbook. The final exam is NOT cumulative. The final exam will cover everything *after* reading week. Please see the outline below for the topics covered on the final exam.

Missed Examination Policy: Students who are excused from a midterm or final exam for compassionate reasons will have their other assignments re-weighted (brochure: 25%; group presentation: 20%; group poster: 20%; midterm/final: 35%). See extenuating circumstances statement below. Note that this re-weighting can only be applied to missing ONE exam (midterm

OR final exam). Students who do not meet criteria for exemption will receive a grade of zero for a missed examination.

Fall term centralized deferred exam period: Dates TBD

Students receiving permission to write a deferred midterm or final exam are expected to write their exam during the centralized deferred exam period. Requests for individualized deferred exam dates will not normally be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply. The Exams Office will set a conflict-free schedule for each student.

3. Brochure Assignment: Students will produce a brochure (i.e., 3-fold pamphlet) on a selected disorder from the textbook (you can include a disorder that we won't explicitly cover in lecture). **The brochure should be written in accessible language and should be targeted to patients and families.** Further description and a rubric for this assignment is provided in a separate handout. Please see the 'Assignments' tab in OnQ. Students who are excused from completing the brochure assignment for extenuating circumstances will have their other assignments re-weighted (midterm: 30%; group presentation: 20%; group poster: 20%; final: 30%).

4. Research Poster/presentation: Students will be randomly assigned to a group of five (5) students. Each group will choose a research question and develop a study to test this question. Groups will produce (a) a poster of their research proposal that they will hand in to the instructor; and (b) a power point presentation that they will give for evaluation at a 'research day' at the end of term. Each group will select a disorder from the readings/lectures and develop a research question to advance knowledge regarding the etiology or treatment of that disorder. Further description and a rubric for this assignment is provided in a separate handout. Please see the 'Assignments' tab in OnQ.

Marking Rubrics

Please note, the marking rubrics for this course have been created to help guide you toward success on the above assignments, highlighting key criteria essential to your success; however, the marking rubrics are not exhaustive lists of success criteria. While the teaching team will be providing marks on these assignments using the criteria outlined in the marking rubrics, the teaching team reserves the right to provide feedback that is not always explicitly stated in the marking criteria, should circumstances warrant. Please review the marking rubrics in detail and connect with the teaching team if you have any questions.

Essential Requirements

In order to pass this course, students must complete AT LEAST 1 examination (midterm or final). Note that if only 1 exam is written, the marks on the other assessments will be re-weighted, as detailed above.

In order to pass this course, students must complete the group assignment (research poster/presentation). However, students do not have to participate in delivering the oral presentation. They can instead make up their contribution to the group assignment in other ways to be determined in collaboration with group members.

Late Policy

Please see separate rubrics for each assignment for due dates. Late brochure assignments and research proposals will be deducted 5% for each day they are late.

Suggested Time Commitment

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend in class or lab/tutorial, studying course material, and completing weekly homework or preparing for your larger assignments and exams. You are encouraged to use a term at a glance and a weekly study schedule (visit [SASS](#)) that distributes the 8-10 hours per week and avoid ‘cramming’. This way you will be more likely to complete the course successfully and remember what you learned longer.

Location and Timing of Final Examinations

The exam dates for each Term are listed on the Faculty of Arts and Science webpage under [Important Dates](#). Student exam schedules for the Fall Term are posted immediately prior to the Thanksgiving holiday. **Students should delay finalizing any travel plans until after the examination schedule has been posted. Exams will not be moved or deferred to accommodate employment, travel/holiday plans or flight reservations.** Also, as indicated in Academic Regulation 8.3, students must write all final examinations in all on-campus courses on the Kingston campus.

Grading Method

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale (see below). Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale (see below).

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

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

Academic Integrity

Queen's students, faculty, administrators and staff all have responsibilities for upholding the [fundamental values of academic integrity](#); honesty, trust, fairness, respect, responsibility and courage. 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 and their behaviour 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](#), and from the instructor of this course. Departures from academic integrity include plagiarism of written assignments; use of unauthorized materials in examinations; forgery or falsification in assignments and examinations. 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.

Plagiarism

- Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

<https://www.queensu.ca/academicintegrity/students-and-academic-integrity/avoiding-plagiarismcheating>
<https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
http://writing.wisc.edu/Handbook/QPA_paraphrase.html

- You must write up your own brochure assignment on your own using your own words.
- You may not bring ‘cheat sheets’ or similar material into the test or exam venue
- You must work independently on tests and exams. Do not share your exam paper with others.
- However, you WILL work together with your group on the research poster and presentation. Each group will submit one poster and one presentation. Posters should be written in your own words.
- We all share in maintaining a culture of integrity, if you become aware of anyone trying to share, or solicit, answers to tests or exams, please remind them that this is against the rules and inform your TA or instructor immediately.

Copyright of Course Materials

The material in the course pack is copyrighted and is for the sole use of students registered in PSYC336. This material shall not be distributed or disseminated to anyone other than students registered in PSYC336. 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 materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor’s course materials or to provide an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people 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 their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

Academic Consideration for Students in Extenuating Circumstances

The point person for academic considerations for Psychology is Tara Karasewich (psyc.accom@queensu.ca).

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

If you need to request academic consideration for this course, you will be required to provide the following name and email address to ensure it reaches our team accordingly:

Instructor/Course Coordinator Name: Tara Karasewich

Instructor/Course Coordinator email address: psyc.accom@queensu.ca

Students are encouraged to submit requests as soon as the need becomes apparent and to contact me as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

Please follow up with Tara Karasewich using the email psyc.accom@queensu.ca within 2 days of receiving verification of your Consideration request.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

Etiquette Statement

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following guidelines:

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Psychology 336: Course Outline*

Date	Topic
Sept. 5	Introduction and Diagnostic Issues
Sept. 8	Beyond diagnostic categories: The Research Domain Criteria
Sept. 12	Anxiety Disorders 1
Sept. 15	Anxiety Disorders 2: Panic Disorder
Sept. 19	Anxiety Disorders 3: Social Anxiety Disorder and Treatment
Sept. 22	NO CLASS: Instructor out of town
Sept. 26	Obsessive-Compulsive Disorder 1
Sept. 29	Obsessive-Compulsive Disorder 2
Oct. 3	Posttraumatic Stress Disorder 1
Oct. 6	Posttraumatic Stress Disorder 2
Oct. 9-13	Reading Week
Oct. 17	Unipolar Depressive Disorders 1 ** BROCHURE ASSIGNMENT DUE by 6pm
Oct. 20	** IN-CLASS MIDTERM (everything up to reading week)
Oct. 24	Unipolar Depressive Disorders 2
Oct. 27	Unipolar Depressive Disorders 3
Oct. 31	Unified Protocol: Transdiagnostic Treatment for Emotional Disorders
Nov. 3	Unified Protocol case study (Lindsay Simourd & Sung Min)
Nov. 7	Bipolar Disorder 1
Nov. 10	Bipolar Disorder 2
Nov. 14	Schizophrenia and the Psychotic Spectrum 1
Nov. 17	Schizophrenia and the Psychotic Spectrum 2
Nov. 21	Psychopathy

Nov. 24 NO CLASS: Time to work on your Research Assignment with your Group

Nov. 28 **Research Day **POSTER ASSIGNMENT DUE Monday night 6pm (Nov. 27)**

Dec. 1 Research Day

*Please note that I may need to modify the order of topics covered on the course syllabus as the course progresses and/or as external events may dictate. Any changes will be conveyed to you through email and/or OnQ.