PSYC 435
Psychotic Disorders Seminar
Winter 2019

Instructor:

Dr. Christopher Bowie
Email: bowiec@queensu.ca
Office hours: by appointment

Location & Time

Location: BIOSCI 2109
Time: 230-515

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.

Course Description

This seminar will provide students with an in-depth understanding of research in psychotic disorders such as schizophrenia and severe mood disorders. Topics will include neurocognitive dysfunction and its relationship to disability, pharmacological and psychological treatment, and 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 discussion and small group activities, with brief didactic lectures from the professor.

Learning Objectives

Objective 1. Students will recognize the signs and symptoms of psychotic disorders that differentiate them from other behaviours and other mental disorders

Objective 2. Students will be able to explain how neuropsychological models account for symptoms of psychosis

Objective 3. Students will debate the efficacy of various forms of treatment for psychotic disorders

Objective 4. Students will be able to interpret emerging scientific literature in order to critique studies examining the causes and treatments for psychotic disorders

Assessment of Competency

1. **Class Presentations (40%)**

   (a) Team Topic Reviews (20%)

   Teams of four to five students will present for 25 to 30-minute presentation as a group, followed by 15 minutes for 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 specific articles for review.

   Grading will be based on the comprehensiveness and synthesis (7%) of the content, clarity of the presentation (5%), ability to pose important new research questions (3%) 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 (below).

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

   In groups of about six, 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 minutes with time left for discussion by the whole class.

   Grading will be based on the critique of the article (5%) and a re-interpretation of the findings (5%) based on a more accurate interpretation of the data, each during the oral presentation.

   Additionally, each student will provide their own interpretation of another team's media selection in the form of a one page maximum* (single-spaced*, 1 inch margins*, 12-point font*) "Letter to the Editor" requesting further consideration of the issues in future work. (10%)

   *violation of any parameters will result in the letter being returned without a grade

2. **Class Participation and Activities (30%)**

   (a) Students are expected to be able to formulate and ask questions of their peers' presentations. (10%)

   (b) Most classes will include a guided discussion of the required readings. Each student is expected to make contributions to several of the articles throughout the term. Students will **email** 2 questions to the professor prior to the start of each class, starting in class 2. These questions should build on the readings by asking how future work can

advance either new research questions, health care policy, personal recovery for those with psychosis. (10% in-class participation, 10% for printed questions) ***You are expected to have read all articles prior to the class during which they are presented to enhance your participation. Please show up with highlighted and annotated papers!***

Grading Rubric, Section 2

	Needs Improvement	Developing	Accomplished	Exemplary
Questions of peers	Very infrequently asks questions; Comments do not reflect familiarity with topics (0-3 Points)	Infrequently makes comments; Comments are responsive but do not stir further discussion (4-6 points)	Makes comments regularly; Comments reflect a good understanding of the topic and occasionally generate further discussion (7-8 points)	Makes comments regularly that reflect deeper understanding of the material; makes links among and between reading topics; Comments contribute to overall discussion (9-10 points)
Discussion of Papers	Makes very few comments; Surface level details of papers; Simply agrees with comments from others (0-3 points)	Infrequent comments; Comments focus on smaller details of a paper (4-6 points)	Makes comments regularly; Integrates findings across papers (7-8 points)	Frequently demonstrates a deep understanding of papers; Is able to integrate papers within and between classes; Comments reflect an appreciation for the history, contemporary, and future of our understanding of psychopathology (9-10 points)
Written Questions	Questions are rephrasing of what is already explained in the article (0-3 points)	Questions reframe general topics covered in the paper but would not distinctly advance knowledge (4-6 points)	Questions reflect a deeper understanding of the topic and propose thoughts that are likely to be novel. (7-8 points)	Questions are innovative and not only reflect a deep understanding of the paper but the field in general, possibly integrating with other course readings or linking policy, practice, and research. (9-10 points)

3. **Writing Assignments (30%)**
   (a) Three writing assignments (ten points each) will be assigned throughout the term. These tasks will require you to briefly (usually one to two double spaced pages) respond to one or more specific questions that will be assigned two classes ahead of time by the professor.

Psyc 435 Accommodations

Please see the following link for the University policy on accommodations, and note that this is both more detailed and longer than the contract I signed to join the faculty at Queen's.

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

Statement on Academic Integrity

Please note the University's policy on Academic Integrity
https://www.queensu.ca/artsci/students-at-queens/academic-integrity

Class Schedule:

Note: The following schedule is subject to change.

Date	Topic	Readings and Assignments
JAN 8	Psychosis: Introduction to the Concept and History Hallucinations	----
JAN 15	Delusions, Negative Symptoms, & Thought Disorder	*Reading*: 1. Tandon 2. Falkai **Assignment for next week: Interview someone about what they believe is their strangest belief**
JAN 22	First Person Account	*Reading:* 1. Bebbington 2. Bortolotti **Discussion of how your interviewee's beliefs inform the 'spectrum' of delusions**
JAN 29	Cognition as the Core Feature of Schizophrenia	*Readings*: 1. Bowie & Harvey **Writing Assignment 1**
FEB 5	Cognitive Enhancement	*Reading*: 1. Best & Bowie 2. Harvey **Media Presentations 1-3**
FEB 12	Functional Outcomes	*Readings*: 1. Leucht 2. Robinson **Media Presentations 4-5**
FEB 19	READING WEEK	
FEB 26	Involuntary Hospitalization: Is it ever acceptable?	*Readings*: 1.Szasz 2. Chodoff **Debate 1**
MAR 5	The Psychosis Prodrome: Should it be a distinct diagnostic category?	*Readings*: 1. McGorry et al., (2009) 2. Fusar-Poli et al., (2012)

		Supplemental Readings 1. de Koning et al., (2002) 2. Yung & Nelson (2011) **Debate 2**
MAR 12	Social Cognition The Hearing Voices Movement	**Presentation Team 1** *Required for Entire Class* Couture Supplemental Readings 1. Bazin 2. Russell 3. Combs 4. Grossman **Presentation Team 2** *Required for Entire Class* Slade Supplemental Readings 1. Leamy 2. Corstens 3. Combs
MAR 19	Innovative Treatments	**Presentation Team 3** *Required for Entire Class:* Menon Supplemental Readings: 1. Choi 2. Craig 3. Granholm 4. Kumar
MAR 26	Culture and Diversity What happens without Treatment?	**Presentation Team 4** *Required for Entire Class*: Isaac Supplemental Readings 1. Bauer 2. Abbo 3. Colodro-Conde 4. Pilling **Presentation Team 5** *Required for Entire Class* 1. Bola 1 2. Carpenter 3. Morrison 1 Supplemental Readings 1. Bola 2 2. Morrison 2 3. Landolt

		4. Sendt **Letter to the Editor Due**
APR 2	Phenomenology of Psychosis, Stigma, and Recovery Guest Speaker	1. Rosenhan 2. Spitzer 3. Best 4. Link & Phelan **Writing Assignment 3 *Before Class by email**
		Writing Assignment "2" due April 7th