

PSYC435 Advanced Topics in Abnormal Psychology: Psychotic Disorders  
Fall Term 2013

**Course Instructor**

Maya Gupta

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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 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 are supported by the data in the paper.

These class presentations will be approximately 20 minutes with time left for discussion by the whole class.

Grading will be based on the critique of the article (7.5%) and a re-interpretation of the findings (7.5%) based on a more accurate interpretation of the data, each during the oral presentation.

Additionally, each member of the team will provide their own interpretation in the form of a **one page maximum** (single-spaced, 1 inch margins, 12-point font) "Letter to the Editor" requesting further consideration of these issues in future publications (5%). Violation of the one page maximum parameter will result in the letter being returned with a grade of zero.

## **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 classes 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](http://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.

<b>Date</b>	<b>Topic</b>	<b>Readings and Assignments</b>
Sept 9	Psychosis: Introduction and History	
Sept 12	Illness Characteristics and Symptoms: Focus on Positive Symptoms	1. Tandon et al., (2009)
Sept 16	Illness Characteristics and Symptoms: Focus on Negative Symptoms <i>Invited Speaker</i>	1. Tsuang et al., (2000)
Sept 19	Neurocognition in Psychosis <i>Guest lecture</i>	1. Keefe & Fenton (2007)
Sept 23	Differentiating Psychotic Disorders	1. Cuellar et al., (2005) 2. Peralta & Cuesta (2008)  <i>Writing Assignment 1 Due</i>
Sept 26	Course of Illness and Outcomes	1. Robinson et al., (2004)
Sept 30	Stigma <i>Guest lecture</i>	1. Pescosolido et al., (2011) 2. Link & Phelan, (2001)
Oct 3	Social Cognition <i>Guest lecture</i>	TBD
Oct 7	Psychosis in the Media Class Presentations	<i>Media Presentations 1 &amp; 2</i>
Oct 10	Psychosis in the Media Class Presentations	<i>Media Presentations 3 &amp; 4</i>
Oct 14	HOLIDAY -- NO CLASS	HOLIDAY -- NO CLASS
Oct 17	Pharmacological and Somatic Treatments <i>Invited Speaker</i>	1. Krebs et al., (2006) 2. Harrow et al., (2012)

Oct 21	Psychological Treatments	1. Dixon et al., (2010)
Oct 24	Neurocognitive Enhancement	1. Wykes et al., (2011) 2. Bowie et al., (2012)
Oct 28	The Early Intervention Movement in Psychosis	1. McGorry & Yung, (2003) 2. Addington, 2007  <i>Writing Assignment 2 Due</i>
Oct 31	Non-Psychotic Features that Impede Recovery	1. Bowie et al., (2006) 2. Gupta et al., (2012)
Nov 4	Involuntary Hospitalization: Is it Ever Acceptable?	1. Szasz, 1970 2. Chodoff, 1984  <i>Debate 1</i>
Nov 7	The Psychosis Prodrome and Ultra-High Risk: Should They be a Distinct Diagnostic Category?	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)  <i>Debate 2</i>
Nov 11	Cannabis Use and Psychosis: Is There a Causal Link?	1. Henquet et al., (2004) <u>Supplemental readings:</u> 1. van Os et al., (2002) 2. Large et al., (2011) 3. Auther et al., (2012)  <i>Debate 3</i>
Nov 14	Mood Disorders	1. Miklowitz et al., (2006) <u>Supplemental readings:</u> 1. Souery et al., (2011) 2. Goghari et al., (2012)  <i>Team 1 Presentation</i>
Nov 18	Delusions and Hallucinations as Cognitive Dysfunctions	1. Lepage et al., (2007) <u>Supplemental readings:</u> 1. Keefe et al., (2002) 2. Laroi et al., (2007) 3. Cohen et al., (2009)  <i>Team 2 Presentation</i>

Nov 21	Criminality and Violence	1. Fazel et al., (2009) <u>Supplemental readings:</u> 1. Fullam & Dolan, (2006) 2. Swanson et al., (2004) 3. Swanson et al., (2006)  <i>Team 3 Presentation</i>
Nov 25	Cultural Factors in Psychosis	1. Isaac et al., (2007) <u>Supplemental readings:</u> 1. Abbo et al., (2009) 2. Morgan et al., (2010) 3. Bauer et al., (2011)  <i>Team 4 Presentation</i>
Nov 28	Phenomenology of Psychosis and Recovery	1. Rosenham, (1973) 2. Spitzer, (1975)  <i>Writing Assignment 3 Due</i>