

**PSYC 435**  
**Psychotic Disorders Seminar**  
**Winter 2017**

**Instructor:**

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

**Location & Time**

Location: BOT B129  
Time: Mondays 10-1120; Wednesdays 830-950

**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.

## Assessment of Competency

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

#### **(a) Team Topic Reviews (20%)**

In teams of four to five students, 25 to 30 minute presentations, 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 (7%) and synthesis (5%) of the content, clarity of the presentation (3%), 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.

#### **(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 are 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 (20%)**

- (a) Discussion of Readings and Class Topic: Students are expected to read the assigned articles prior to class and to attend every 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 activities (10%) Two debates and a variety of other activities will be held during the term.

### **3. Writing Assignments (40%)**

- (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.
- (b) Reflection: (10%): Each student will submit one brief reflection piece from their choice of the classes with guest lecturers (Dates: March 27 & March 29). These should be no more than 500 words and should aim to summarize the lecture (2%), integrate it with the experiential aspects of psychosis (i.e., how does the research/treatment presented merge with the real world life of someone experiencing schizophrenia?) (5%), and how the information presented changed your perceptions of psychosis (3%). Reflection pieces are due within 48 hours of the class presentation.  
\*Note, if you have an excused absence from both classes with a guest lecture, contact the professor to discuss alternatives to the reflection paper.

### **Psyc 435 Special Needs**

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

### **Psyc 435 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%. For each day a writing assignment is late, 1 point will be deducted.

### **Statement on Academic Integrity**

The following is taken from the Faculty of Arts and Sciences (and includes a typo):

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.

<b>Date</b>	<b>Topic</b>	<b>Readings and Assignments</b>
JAN 9	Psychosis: Introduction to the Concept and History	
JAN 11	Hallucinations	<i>Reading:</i> Tandon
JAN 16	Delusions	<i>Reading</i> McLean:
JAN 18	NO CLASS	
JAN 23	First Person Experience: CF	<i>Reading:</i> No assigned reading <b>Writing Assignment 1</b>
JAN 25	Neurocognition and Outcomes	<i>Readings:</i> 1. Keefe 1 2. Robinson 1
JAN 30	Bipolar Disorder and Mania	<i>Reading:</i> Miklowitz
FEB 1	---	<b>Media Presentations 1-3</b>
FEB 6	Pharmacological and Somatic Treatments	<i>Reading:</i> Krebs <b>Media Presentations 4-5</b>
FEB 8	Neurocognitive Enhancement	<i>Readings:</i> 1. Harvey & Bowie 2. Wykes 3. Lehman
FEB 13	Involuntary Hospitalization: Is it ever acceptable?	<i>Readings:</i> 1. Szasz 2. Chodoff <b>Debate 1</b>
FEB 15	The Psychosis Prodrome: Should it be a distinct diagnostic category?	<i>Readings:</i> 1. McGorry et al., (2009) 2. Fusar-Poli et al., (2012) Supplemental Readings 1. de Koning et al., (2002) 2. Yung & Nelson (2011) <b>Debate 2</b>

FEB 20 & 22	READING WEEK	
FEB 27	TBD	<b>Letter to the Editor Due</b>
MAR 1	Non-psychotic features that Impede Recovery	<i>Readings:</i> 1. Bowie 2. Leucht
MAR 6	Criminality and Violence	<b>Presentation Team 1</b> <i>Required for Entire Class</i> Fazel Supplemental Readings 1. Fullam 2. Swanson 1 3. Swanson 2 <b>Writing Assignment 2</b>
MAR 8	Cultural Factors in Psychosis	<b>Presentation Team 2</b> <i>Required for Entire Class:</i> Isaac Supplemental Readings 1. Bauer 2. Abbo 3. Morgan
MAR 13	Social Cognition	<b>Presentation Team 3</b> <i>Required for Entire Class</i> Couture Supplemental Readings 1. Bazin 2. Russell 3. Combs <b>Writing Assignment 3</b>
MAR 15	Delusions and Hallucinations as Cognitive Dysfunctions	<b>Presentation Team 4</b> <i>Required for Entire Class:</i> LePage Supplemental Readings 1. Cohen 2. Laroie 3. Keefe 2
MAR 20	Stigma	<u><i>No team presentation</i></u>  Reading for Entire Class: Link & Phelan
MAR 22	What happens without medication?	<b>Presentation Team 5</b> <i>Required for Entire Class</i> 1. Bola 1 2. Carpenter Supplemental Readings 1. Bola 2 2. Nakonezny 3. Robinson 2
MAR 27	To be determined	
MAR 29	To be determined	

APR 3	Psychological Treatments for Psychosis	<b>Presentation Team 6</b> <i>Required for Entire Class</i> Dickerson Supplemental Readings 1. Granholm 2. Velligan 3. Brabban
APR 5	Phenomenology of Psychosis and Recovery	Readings: 1. Rosenhan 2. Spitzer