

**PSYCHOPATHOLOGY: PSYC 399  
Winter 2018**

**Monday 10:00-11:30  
Wednesday 8:30-10:00  
Biosciences 1103**

**Instructor**

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**Course Description**

The purpose of this course is to provide students with an advanced understanding of theories of the etiology, pathology, and treatment of mental illness. Theory and research will be emphasized that cut across traditional diagnostic categories and will focus on domains of social, cognitive-affective, and biological functioning.

**Learning Outcomes**

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

1. Understand the definitions of, and assessment methods for, psychopathology
2. Understand the up-to-date literature on etiological models of psychopathology
3. Understand the up-to-date literature on evidence-based treatment modalities for psychopathology

**Required Reading**

Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2017). *Psychopathology: History, Diagnosis, and Empirical Foundations*, 3<sup>rd</sup> ed. Wiley: New York.

**Evaluation**

<b>Midterm Exam:</b>	<b>30%</b>
<b>Final Exam:</b>	<b>30%</b>
<b>Brochure Assignment:</b>	<b>20%</b>
<b>Group Poster Presentation:</b>	<b>20%</b>

**Course Requirements**

**1. Exams:** The exams may consist of multiple-choice, true/false, and fill-in-the-blanks. The material on the exams will come directly from the class lectures and textbook. Exams are NOT cumulative.

**Missed Examination Policy:** Students will be excused from a midterm or final exam for documented compassionate reasons. These include, for example, major illness, accident, or a death in the family. You must contact the Professor and the TA as soon as you become aware you will miss an exam and you must provide your documentation in a timely manner. Students exempted from an exam for an approved reason will have their remaining assignments re-weighted. Students who do not meet criteria for exemption will receive a grade of zero for a missed examination.

**2. Brochure:** Students will work in groups of two (2) to produce a brochure (i.e., 3-fold pamphlet) on a selected disorder from the textbook (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 either (a) patients/families, or (b) family physicians. Further description and a rubric for this assignment is provided in a separate handout.

**3. Research Poster:** Students will be randomly assigned to a research group of five (5) students. Each group will produce a power point presentation 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.

### **Accommodations Statement**

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 Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

### **Students in Extenuating Circumstances**

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances (<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>) was approved in April, 2017. Queen’s University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. The Faculty of Arts and Science has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances, which can be found at: <http://www.queensu.ca/artsci/accommodations>

### **Grading Scheme**

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:

*Arts & Science Letter Grade Input Scheme*

<b>Assignment mark</b>	<b>Numerical value for calculation of final mark</b>
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

Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale:

### ***Queen’s Official Grade Conversion Scale***

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
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 supporting and upholding the fundamental values of academic integrity. 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)) and by the quality of courage. These values and qualities 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.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at [Integrity@Queen's](mailto:Integrity@Queen's) University, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

### **Turnitin Statement**

Queen's University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Submitted files are compared against an extensive database of content, and Turnitin produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

### **Copyright of Course Materials**

This course textbook is copyrighted and is for the sole use of students registered in PSYC399. This material shall not be distributed or disseminated to anyone other than students registered in PSYC399. 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.

The material on the course website is copyrighted and is for the sole use of students registered in PSYC399. The material on the website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in PSYC399. 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.

**Location and Timing of Final Examination**

As noted in Academic Regulation 8.2.1, “the final examination in any class offered in a term or session (including Summer Term) must be written on the campus on which it was taken, at the end of the appropriate term or session at the time scheduled by the Examinations Office.” The exam period is listed in the key dates prior to the start of the academic year in the Faculty of Arts and Science Academic Calendar and on the Office of the University Registrar’s webpage. A detailed exam schedule for the Fall Term is posted before the Thanksgiving holiday; for the Winter Term it is posted the Friday before Reading Week, and for the Summer Term the window of dates is noted on the Arts and Science Online syllabus prior to the start of the course. 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.

**Psychology 399: Course Outline**

<b>Date</b>	<b>Topic</b>
Jan. 8	Introduction and Diagnostic Issues (Chapter 1)
Jan. 10	Beyond diagnostic categories: The Research Domain Criteria (Chapter 1)
Jan. 15	Panic Disorder (Chapter 3)
Jan. 17	Panic Disorder (Chapter 3)
Jan. 22	Generalized Anxiety Disorder (Chapter 4)
Jan. 24	Social Anxiety Disorder (Chapter 2)
Jan. 29	Depressive Disorders (Chapter 7)
Jan. 31	Depressive Disorders (Chapter 7)
Feb. 5	Depressive Disorders (Chapter 7)
Feb. 7	Bipolar Disorder (Chapter 8)
Feb. 12	Bipolar Disorder (Chapter 8)
<b>Feb. 14</b>	<b>IN-CLASS MIDTERM (Chapters 1-4, 7-8)</b>
<b>Feb. 19- 23</b>	<b>READING WEEK</b>
Feb. 26	Obsessive-Compulsive Disorder (Chapter 5) <b>** BROCHURE ASSIGNMENT DUE</b>
Feb. 28	Posttraumatic Stress Disorder (Chapter 6)
Mar. 5	Posttraumatic Stress Disorder (Chapter 6)
Mar. 7	Schizophrenia and the Psychotic Spectrum (Chapter 10)
Mar. 12	Schizophrenia and the Psychotic Spectrum (Chapter 10)
Mar. 14	Schizophrenia and the Psychotic Spectrum (Chapter 10)
Mar. 19	Alcohol and Substance Use Disorders (Chapter 11)
Mar. 21	Alcohol and Substance Use Disorders (Chapter 11)
Mar. 26	Eating Disorders (Chapter 12)
Mar. 28	Eating Disorders (Chapter 12)
<b>Apr. 2</b>	<b>Research Day **POSTER ASSIGNMENT DUE</b>
<b>Apr. 4</b>	<b>Research Day</b>
	<b>FINAL IN EXAM PERIOD (Chapters 5-6, 10-12)</b>

\*Please note that I reserve the right to modify the course syllabus as the course progresses and/or as external events may dictate. Any changes will be conveyed to you through email or OnQ.