

**ADVANCED ADULT CLINICAL PSYCHOLOGY
PSYC 336
Fall 2019**

**Tuesday 1:00-2:30pm
Thursday 11:30am-1:00pm
Chernoff 117**

Instructor

Dr. Kate Harkness
tel: 533-2886
e-mail: harkness@queensu.ca
office: Craine 222
office hours: Tuesday 12:00-1:00pm
Thursday 10:30-11:30am

Teaching Assistant

Caitlin Atkinson
e-mail: caitlin.atkinson@queensu.ca
office: Humphrey 221
office hours: Tuesday 11:30am-12:30pm

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.

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
3. Describe the major evidence-based treatment modalities for psychopathology
4. Apply the knowledge of etiological treatment models for psychopathology to develop novel research questions

Required Reading

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

Methods of Assessment and Grading Scheme

Midterm Exam:	25%	[Tuesday, October 22nd]
Final Exam:	30%	[Final exam period]
Brochure Assignment:	20%	[Tuesday, October 29th]
Group Poster and Presentation:	25%	[Monday, November 25th]

1. Exams: The exams will consist of multiple-choice and short essay questions. The material on the exams will come directly from the class lectures and textbook. Exams are NOT cumulative.

Missed Examination Policy: Students who are excused from a midterm or final exam for compassionate reasons will have their other exam re-weighted. 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.

2. Brochure: Students will 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 patients and families.** 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 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.

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

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.

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 via SOLUS immediately prior to the Thanksgiving holiday; for the Winter Term they are posted on the Friday before Reading Week, and for the Summer Term they are individually noted on the Arts and Science Online syllabi. **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.

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 (see 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 <http://www.queensu.ca/secretariat/policies/senate/report-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 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), 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.

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/avoiding-plagiarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- http://writing.wisc.edu/Handbook/QPA_paraphrase.html

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. We will be using Turnitin when we grade written assignments in this course.

Copyright of Course Materials

This course textbook 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.

Acknowledgement of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory.

Diversity and Inclusion 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 honors 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) 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.

Accommodations Statement

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 of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). 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 at:

<http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Considerations for Students in Extenuating Circumstances

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senate>

[eandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf](#)

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing 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 at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:
Instructor/Coordinator Name: Dr. Kate Harkness
Instructor/Coordinator email address: harkness@queensu.ca

Psychology 336: Course Outline*

Date	Topic
*Sept. 5	Introduction and Diagnostic Issues (Chapter 1)
*Sept. 10	Beyond diagnostic categories: The Research Domain Criteria (Chapter 1)
*Sept. 12	Panic Disorder (Chapter 3)
*Sept. 17	Panic Disorder (Chapter 3)
*Sept. 19	CLASS CANCELLED
*Sept. 24	Social Anxiety Disorder (Chapter 2)
*Sept. 26	Depressive Disorders (Chapter 7)
*Oct. 1	Depressive Disorders (Chapter 7)
*Oct. 3	Depressive Disorders (Chapter 7)
Oct. 8	Bipolar Disorder (Chapter 8)
Oct. 10	Bipolar Disorder (Chapter 8)
Oct. 15	Obsessive-Compulsive Disorder (Chapter 5)
Oct. 17	Sleep-Wake Disorder: Insomnia (Chapter 9) ** covered on final exam
Oct. 22	**IN-CLASS MIDTERM (Chapters 1-3, 5, 7-8)
Oct. 24- 27	READING BREAK
Oct. 29	Posttraumatic Stress Disorder (Chapter 6) ** BROCHURE ASSIGNMENT DUE
Oct. 31	Posttraumatic Stress Disorder (Chapter 6)
Nov. 5	Schizophrenia and the Psychotic Spectrum (Chapter 10)
Nov. 7	Schizophrenia and the Psychotic Spectrum (Chapter 10)

- Nov. 12 Eating Disorders (Chapter 12)
- Nov. 14 Eating Disorders (Chapter 12)
- Nov. 19 Alcohol and Substance Use Disorders (Chapter 11)
- Nov. 21 Psychopathy (Chapter 15) [Caitlin guest lecture]
- Nov. 26 **Research Day **POSTER ASSIGNMENT DUE Monday night**
- Nov. 28 **Research Day**

FINAL IN EXAM PERIOD (Chapters 6, 9-12, 15)

*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.