

## PSYC 236: Clinical Psychology

3.0 units; Winter 2022

Queen's University

### General Course Information

**Pre-requisites:** PSYC 100

**Date:** January 10, 2022 – April 6, 2022

**Time:** Mondays 10:00-11:30am, Wednesday 8:30-10:00am\*

**Location:** Biosciences Complex Room 1102\*

\*see schedule below for live/recorded/in-person delivery information

Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to be live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and there are First people from other Nations across Turtle Island present here today. To read more about the history of the land, see the Queen's Encyclopedia. We encourage you to learn about the history of the lands upon which you are currently living, working, and playing.

– [Four Directions Indigenous Student Centre, Queen's University](#)

### Teaching Team

**Instructor:** Arthi Chinna Meyyappan, MSc (she/her)

**Course email:** [psyc236@queensu.ca](mailto:psyc236@queensu.ca)

**Remote Office Hours:** Mondays 1:00-3:00pm, by appointment via course email

#### Teaching Assistants

1. Julia Moreau
2. Si Ning Yeo
3. Patrick Yung
4. Lindsay Simourd
5. Krista Jones
6. Julia Davidson
7. Emilia Sherifi
8. Hayley Bromley

### Equity, Diversity, and Inclusivity

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work, and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices, and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

### Important University Dates

Key dates (first day of class, tuition due date, last day to add/drop courses) are important to your academic success. Please find them at [Important Dates](#).

### Course Goals and Objectives

The purpose of this course is to provide a comprehensive introduction to theories of diagnosis, etiology, and treatment of mental illness. Controversial topics will be presented in this course that will challenge students to think critically and creatively.

The course will be presented as a series of 80 min lectures, as outlined below. Although lectures will be based on the topics covered in the text, there will not be enough class time to deal with every topic. Students are responsible for the material in the text that is not covered during class time. Assigned readings should be done before the lecture because they will help in the understanding of material presented in lectures. The lectures will also present new material not covered by the textbook, reflecting the most current research and knowledge: students are also responsible for this material, and therefore it is important to attend all lectures.

**Objective 1.** Students will distinguish the diagnostic features of mental disorders to critically evaluate their overlapping and independent features

**Objective 2.** Students will identify the independent and interactive biological and environmental factors associated with mental illnesses to evaluate the possible contributing factors to the onset and course of the conditions

**Objective 3.** Students will contrast available treatment options for mental illnesses to critique the historical, present, and nascent opportunities to reduce symptoms and improve functioning

**Objective 4.** Students will be able to critically evaluate basic research and clinical methods for classifying psychopathological conditions

In this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend studying course material, practicing course objectives, and participating in course activities and assessments. You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully.

## Expectations

### For Instructors and Teaching Team

- Engaging with the course material
- Commitment to students taking the course
- Effective method of communication with students
- Accounting for and/or accommodating differences in learning
- Engagement with student challenges and student concerns

### For Students

- Attendance and participation
- Keeping up with deadlines (late policy)
- Technology use
- Class preparation
- Course community engagement
- Academic integrity (creation and sharing of original ideas)
- Communication and interaction

Throughout this course, there will be opportunities for you to interact with your instructor, your teaching team, and your classmates. Students will interact with their peers and have opportunities to learn from their colleagues during learning activities that include debates and discussions. You are expected to always behave with integrity both in face-to-face interactions and when engaging with each other online. See the netiquette and discussion guidelines below which you are expected to adhere to when interacting with one another whether in person or online.

## Required Course Materials

**Textbook** (available at the Campus Bookstore): Dozois, DJA. *Abnormal Psychology: Perspectives*. DSM 5 Update Edition

### Provided Articles (on OnQ):

- Pukall, C. F., & Bergeron, S. (2021). Sexual dysfunctions. In L. G. Castonguay, T. F. Oltmanns, & A. P. Lott (Eds.), *Psychopathology: From science to clinical practice* (pp. 369–397). The Guilford Press.
- Hyde JS, Bigler RS, Joel D, Tate CC, van Anders SM. The future of sex and gender in psychology: Five challenges to the gender binary. *Am Psychol*. 2019 Feb-Mar;74(2):171-193. doi: 10.1037/amp0000307. Epub 2018 Jul 19. PMID: 30024214.

### Course Notes

Copies of lecture slides will be made available via onQ.

Note: that some slides may change, and some images and slides are presented for academic purposes but due to copyright are not shared in the distributed lecture slides.

### Copyright of Course Materials

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. 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 (including note sharing sites), 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.

### Computer Requirements

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

Specifications	Supported Browsers	Other
<ul style="list-style-type: none"><li>- Windows 8.1 or newer</li><li>- OS X 10.13 (High Sierra) or newer</li><li>- Dual Core 2 GHz processor</li><li>- 4 GB RAM</li><li>- Soundcard</li><li>- USB headset</li></ul>	<ul style="list-style-type: none"><li>- Chrome (preferred - latest version)</li><li>- Firefox (latest version)</li><li>- Safari and Edge are not recommended as they cause several known issues in onQ</li></ul>	<ul style="list-style-type: none"><li>- High Speed Internet/Wifi</li><li>- Java – Latest Version</li><li>- Media Player – HTML5 Compatible</li><li>- Adobe Reader – Latest Version</li></ul>

## Course Outline

*Note:* The following schedule is subject to change. Students will be notified via OnQ and in class of scheduling changes.

Week	Date	Topic	Textbook Chapter	Delivery*
<b>Section 1</b>				
1	Jan 10	Intro to Clinical Psychology	1-4	Pre-recorded
	Jan 12	Mood disorders	8	Pre-recorded
2	Jan 17	Mood disorders	8	Live
	Jan 19	Anxiety and Related Disorders	5	Pre-recorded
3	Jan 24	Anxiety and Related Disorders	5	Live
	Jan 26	Schizophrenia and Other Psychotic Disorders	9	Pre-recorded
4	Jan 31	Schizophrenia and Other Psychotic Disorders	9	Live
	Feb 2	Treatments for mood, anxiety, psychotic disorders	5, 8-9	Pre-recorded
5	Feb 7	Exam		
<b>Section 2</b>				
5	Feb 9	Personality Disorders	12	Pre-recorded
6	Feb 14	Personality Disorders	12	Live
6	Feb 16	Dissociation and Somatic Symptoms	6	Pre-recorded
	Feb 21	Reading Week - No Classes		
	Feb 23			
7	Feb 28	Substance Use Disorders	11	Live
	Mar 2	Eating Disorders	10	Pre-recorded

8	Mar 7	Sexual Dysfunctions	Additional Reading	In-Person
	Mar 9	Exam		In-Person
<b>Section 3</b>				
9	Mar 14	Developmental Disorders	14	In-Person
	Mar 16	Behavioral and Emotional Disorders	15	In-Person
10	Mar 21	Gender Dysphoria	Additional Reading	In-Person
	Mar 23	Aging and Mental Health	16	In-Person
11	Mar 28	Culture in Clinical Psychology	Additional Reading	In-Person
	Mar 30	Therapies	17	In-Person
12	Apr 4	Stigma	No reading	In-Person
	Apr 6	Review/Class Discussion	No reading	In-Person

### Course Evaluations

#### A. Examinations (80% of final grade)

- In-class exams will be worth 50% of the final grade and will each consist of 30 multiple choice questions and 2 long answer questions. They will take place during class hours and will last approximately 80 minutes. These will non-cumulative.
- The final exam will be worth 30% of the final grade and will consist of 50 multiple choice questions and 2 long answer questions. This will take approximately 2 hours. It will focus heavily on the last third of the term, however, some questions from the first two thirds should be expected. This will take place during the exam season.
- Dates:
  - **Exam 1:** Feb 7 during class, 25% of final grade
  - **Exam 2:** March 9 during class, 25% of final grade
  - **Exam 3:** TBD during April exams, 30% of the final grade

#### Content

Students are responsible for all material in the textbook from indicated chapters, even if it is not directly covered in class. Likewise, students are responsible for all material covered in class, even if it is not addressed in the textbook.

### **Deferrals**

Students receiving permission to write a deferred April exam will be expected to write their exam during the Faculty of Arts and Science centralized deferred exam period: May 12th-15th 2022. Requests for individualized deferred exam dates will not be accommodated. The deferred exam is considered an official exam to which all the exam regulations apply. The Exams Office will set a conflict-free schedule for each student.

### **B. Assignments: Debates and Discussion Questions (20% of final grade)**

Students will complete four reflective discussion posts. These posts must be no more than 300 words. If you write more than 300 words, the TAs will only grade the first 300 words.

These reflection questions or debate topics will be first discussed with your peers in class. Then from the information you have gathered you will be required to complete a discussion post summarizing your opinion with scientific research to support it. Due dates and instructions will be shared on OnQ. These posts will each be worth 5% of your final grade.

The objective of the writing assignments is to give you the opportunity to think outside the box and articulate your opinion on a current and important topic related to mental health and illness, supported by scientific research.

#### Grading Rubric:

- 0 points: Not completed, writing unrelated to the topic, or very minimal effort.
- 1 point: Provides an unclear understanding of the topic. Does not use external sources; does not provide a clear opinion on the topic.
- 2 points: Reflects minimal thought on a topic or simply restates the content from class/textbook. Writing does not show original thinking and is not accurately supported with cited scientific research and textbook/in-class content.
- 3 points: Adequately addresses the topic. Writing shows some original thinking and has some scientific support.
- 4 points: Provides clear understanding of the topic. Clear opinion with scientific support. Appropriate connections made to in-class discussion/textbook content where necessary.
- 5 points: Writing suggests an understanding of the issue and an idea for exploring the topic with more depth than what was presented in class or text, with a clear

opinion, link between the motivation to address the issue, information gained, and future directions to explore.

### **Late Penalty**

A late penalty of 10% per day will be applied to all late assignments unless an accommodation has been requested and approved.

### **Grading Method**

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a 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

### **Participant Pool Information**

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your



research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

### **How to sign up for studies**

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool in the 3<sup>rd</sup> week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information in the 3<sup>rd</sup> week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

### **What if I don't want to participate?**

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last

approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

### **Off-Campus Students**

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

### **What if I can't make a research appointment?**

Please note: we understand that life happens, and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1-hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach **2 *unexcused*** no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

### **Who should I contact for help?**

Note: Your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits, prescreening) should be directed to the participant pool coordinator at [participant.pool@queensu.ca](mailto:participant.pool@queensu.ca).

## **Accommodations**

### **Accommodations for Disabilities**

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 [Academic Accommodations for Students with Disabilities](#)). 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](#). If you have a QSAS letter of accommodation that was provided to you by QSAS, please email it to the course email. This way, your QSAS documentation is recorded within the course so that our team can most quickly assist.

### **Academic Considerations for Students in Extenuating Circumstances**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

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](#). 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 contact information:

**Instructor Name:** Arthi Chinna Meyyappan

**Instructor email address:** [psyc236@queensu.ca](mailto:psyc236@queensu.ca)

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

### **Travel during exams**

According to university regulations, students are expected to be available to write scheduled exams at any time during the official April examination periods as well as during any scheduled class times. Requests to write a makeup exam because of conflicting travel plans (e.g., flight bookings) or requests to miss an in-class exam due to other plans will not be considered except under extraordinary circumstances. Students are advised to wait until the final exam schedules are posted before making any travel arrangements.

## **Course Questions and Announcements**

### **Content Questions**

Throughout this course, you may come upon some general questions about the course and any assignments. If you think that your question may benefit other students, you are invited to post your question on the OnQ forums. The **Content Discussion Board** will be used for students to post questions about course content. Any questions unrelated to content should be posted on the **Admin Discussion Board**. Both discussion boards will be monitored by your teaching

team on a regular basis. If the TAs cannot answer the question, they will inform the instructor. Any other questions that you would prefer to share privately, please contact the course email listed at the top of this syllabus.

### **Announcements**

Throughout the course, the teaching team will routinely post course news in the Announcements section of the course homepage. You are encouraged to actively check the course onQ main page for course announcements throughout the semester for reminders and additional course information or learning opportunities.

### **Netiquette**

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safe, respectful place for learners by promoting the following guidelines:

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

### **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. 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 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](#)), on the [Arts and Science website](#), 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.

### **Examples of Violations of Academic Integrity**

Students are sometimes unsure of what is considered a violation of academic integrity. The list below is not an exhaustive list of violations, but does provide insight into some actions that do constitute a violation of academic integrity in this course:

- Sharing information with an online test-bank or other source that is not encompassed by the copyright policy
- Accessing possible test questions from an online test-bank
- Copying assignments from another classmate or source
- Failing to indicate a supporting source in submitted work
- Submitting the work of another as if it is your own
- Selling course materials to anyone (including online study banks)
- Collaborating in an online shared document on independent assessments

Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- [Avoiding Plagiarism & Cheating](#)
- [Avoiding Plagiarism – Paraphrasing](#)
- [Quoting and Paraphrasing](#)

If you are unsure whether your work unintentionally violates academic integrity, please check in with your course instructor or Student Academic Success Services.