

PSYC827 – Adult Clinical Psychology

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Brief Course Description

This course provides an in-depth study of major mental illnesses such as schizophrenia, anxiety disorders, the bipolar disorders, personality disorders, and major depression. This course will focus on the descriptive aspects of psychopathology, including etiology, epidemiology, clinical/diagnostic characteristics, and course of illness. Treatment issues will not be discussed in detail, as they are covered in other courses.

General Course Goals

Demonstrate an understanding of the fundamental etiology and clinical characteristics of major mental illnesses.

Specific Course Objectives

Objective 1. Students will contrast historical and evolving diagnostic classification systems in order to delineate categorical and dimensional approaches to understanding psychopathology.

Objective 2. Students will be able to critique research concerning the etiology and maintenance of major mental illnesses to evaluate the validity of existing models

Objective 3 Students will develop critical evaluation skills to analyze emerging controversies regarding the etiology, classification, and phenomenology of major mental disorders.

Objective 4: Students will identify gaps in existing scientific publications on psychopathology and design novel methods for filling in gaps in our existing knowledge

Readings

1. DSM-5. APA. Washington, D.C. American Psychiatric Association Press. *Accessible through Queen's Library*
2. Please see attached list of additional readings. Students are expected to have read all articles prior to each class.

Assessment of Competency

1. Research Depth: Symposia Presentations and KE Posts: 50% of final grade

(a) Presentations (35% of final grade)

Three teams will present on a hot topic selected by the class instructor. Similar to symposia at scientific conferences, students will have responsibilities from selecting the data (in this case, finding a relevant published paper), submitting an abstract, to presenting the work.

- i. Submission of symposium abstract. Each team will submit an overall abstract that describes a) the general area of research, including why this topic area is a critical focus of psychopathology research, the goals of the

presentation, and three learning objectives for the audience (about 250 words, co-written by all members of the team), b) a 200-word abstract for each of the papers being presented, format is Background, Summary of Findings (omit statistics; rather, summarize in general language), Conclusions. (5% overall abstract) **Due 31 January, 11:59pm.**

- ii. Each student on a team presents one paper each and should write this section independently – note that it should be a variation from the actual published abstract in the original paper. They cannot be an assigned reading. The team is encouraged to work together to find a group of papers on a topic so that they fall cleanly within the theme, have some overlap, but are not redundant (e.g., avoid replication studies or highly overlapping methods). Preference is for papers published in the past 5 years, but it would be better to err on the side of selecting a paper that is very interesting and relevant to the topic, rather than its freshness. (5% individual abstract) **Due 31 January, 11:59pm.**
- iii. Presentation. Each student will present their own paper 15 minute, paper session style talk. This presentation should build a story to describe a) the background and importance of the topic, b) the specific research questions, c) the methods, d) the results, e) conclusions and future directions. While it is obvious that the methods and results have to adhere to what is written in the paper, I would like to see some new information in your background and conclusions/future directions that does not appear in the paper. I encourage you to aim for a dynamic presentation style, rather than a rigid style that uses only bullet points and feels like APA style (15%)
- iv. Responses during Question Period. Each paper presentation will be followed by about 5 minutes of questions from the audience (your fellow students). (5%)
- v. Panel Discussion. Following presentation of all papers, the symposium presenters will have a 15 to 20 minute panel discussion with a few general questions asked by the course instructor and students. These questions should be aimed at the synthesis of the findings across papers and in this area of research generally, rather than the details of one particular paper. (5%)

(b) Knowledge Exchange Blog Posts (15% of final grade)

Students will write a one-page summary of a symposium they observed. Provide a snapshot of:

- i. A lay summary of the overall topic area and why it is important for society at large (note, this should be in your own words and not a regurgitation of what the presenters offered). (approx. 200 words; 5%)
- ii. The most pressing gap in need of future research in this area, and a potential research question and method for addressing this gap (approx. 250 words; 10%).

Knowledge exchange is all the rage. This concept requires us to think outside of the old school idea of observe, hypothesize, test, analyze, retest (that is, the scientific method). We have to determine *a priori* how we can precisely integrate, at all levels of research, the multiple end-users. With this opinion piece, I would like you to think of the product as communicating the symposium to a mental health forum where readers include a range of scientific experts, health care providers, health care decision makers, and end users (we used to call end users “patients”, because of course they are patients) of the condition or treatment discussed.

This assignment is due one week after the last class of the term. Pick the symposium of your choice, providing it is not one you participated in.

2. Scientific Citizenship (15% of final grade)

- (a) Students are expected to be able to formulate and ask questions of their peers’ presentations. (15%)

3. Reflections on Readings: (35% of final grade)

Each class will include a guided discussion of the required readings. Each student is expected to make contributions to most of the articles. Students will submit two typed and printed questions to the professor at the beginning of each class, starting in class 2. (20% in-class participation, 15% for printed questions) **You are expected to have read all journal club articles prior to the class during which they are presented to enhance your participation. Please show up with highlighted and annotated papers!*

Rubric for Participation

	Needs Improvement	Developing	Accomplished	Exemplary
Questions of peers	Very infrequently asks questions; Comments do not reflect familiarity with topics (0-3 Points)	Infrequently makes comments; Comments are responsive but do not stir further discussion (4-6 points)	Makes comments regularly; Comments reflect a good understanding of the topic and occasionally generate further discussion (7-8 points)	Makes comments regularly that reflect deeper understanding of the material; makes links among and between reading topics; Comments contribute to overall discussion (9-10 points)

Discussion of Papers	Makes very few comments; Surface level details of papers; Agrees with comments from others (0-5 points)	Infrequent comments; Comments focus on smaller details of a paper (6-10 points)	Makes comments regularly; Integrates findings across papers (11-15 points)	Frequently demonstrates a deep understanding of papers; Is able to integrate papers within and between classes; Comments reflect an appreciation for the history, contemporary, and future of our understanding of psychopathology (16-20 points)
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Skills and Knowledge Expected at Outcome

Demonstrate an understanding of the classification and diagnosis of major mental illnesses using the DSM.

Demonstrate a familiarity with the cognitive and affective bases of behaviour relevant to major mental disorders.

Demonstrate a familiarity with the biological bases of behaviour relevant to major mental disorders.

Demonstrate familiarity with the historical evolution of research and practice related to the psychopathology of major mental disorders.

Demonstrate an understanding of the course and outcomes of major mental disorders.

Psychology 827: Course Schedule

		Theme	Readings	Symposium
Class 1	6-Jan	Intro to Psychopathology	Wakefield Kendler	
Class 2	13-Jan	Clinical Psychology as a Science & Psychosis Lecture	Dawes Garb Smedslund Tandon	
Class 3	20-Jan	Psychosis Lecture	Leucht Insel	
Class 4	27-Jan	Mood Lecture	Monroe Wittenborn	
Class 5	3-Feb	Mood Lecture	Cuellar Chow	
Class 6	9-Feb	Psychosis Symposium & Anxiety Lecture	Craske Marques	Symposium 1 Topic: The Psychosis High Risk State – Should it be a distinct diagnostic condition? <i>Bretecher, Stanley-Blackwell, Feeny</i>
16 Feb ...Reading Week...				
Class 7	26-Feb	Mood Symposium & Anxiety Lecture 2	Lang Wilmer	Symposium 2 Topic: Depression as a Condition of Dysfunctional Reward Systems <i>Aversa, Erchov, Potven</i>
Class 8	3-Mar	Anxiety Symposium Personality Lecture		Symposium 3: The role of social media in the etiology, maintenance, and persistence of anxiety disorders. <i>Garas, Wainio-Theberge, Schreiner</i>
Class 9	10-Mar	Personality Disorders	Ford Bach Wright	
Class 10	17-Mar	NO CLASS Independent Assignment		
Class 11	24-Mar	Personality Disorders & Substance use	Widiger Chassin Garey	

Class 12	31-Mar	Case Conceptualization & Differential Diagnosis	No Readings
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Accommodations for Disabilities.

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking *Access Ventus* button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Academic Consideration for Students in Extenuating Circumstances

Academic Consideration is a process for the University community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to any extenuating circumstance (illness, bereavement, traumatic event, injury, family emergency, etc.) which is short-lived, begins within the term, and will not last longer than 12 weeks - see [Academic Consideration](#) webpage for details (<https://www.queensu.ca/artsci/undergraduate/student-services/academic-consideration>)

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. For more information, undergraduate students in the Faculty of Arts and Sciences should consult the Faculty's webpage on [Academic Consideration in Extenuating Circumstances](#) and submit a request via the [Academic Consideration Request Portal](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their instructor and/or course coordinator as soon as possible once academic consideration has been granted. Any delay in contact may limit the options available for academic consideration. While we encourage instructors to accommodate, each instructor has discretion in deciding whether or how to apply the Academic Consideration. 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 the Faculty of Arts and Science's [Academic Consideration website](#). ASO courses include links to information on Academic Consideration on your Course Homepage in onQ.

Please see the Teaching Team page for contact information for your instructor and TA(s), where relevant. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of

intellectual pursuits. Each core value of academic integrity, as defined in the [Senate Academic Integrity Policy](#), gives rise to and supports the next.

Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments, acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in truthfully communicating in written and/or oral exchanges with instructors, peers and other individuals (e.g. teaching assistants, proctors, university staff and/or university administrators). Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors "show respect by taking students' ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals" ("[The Fundamental Values of Academic Integrity](#)", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity. Courage differs from the preceding values by being more a quality or capacity of character – "the capacity to act in accordance with one's values despite fear" ("[The Fundamental Values of Academic Integrity](#)", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.

Copyright of Course Material

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.

Late Policy

I will accommodate anyone with a legitimate compassionate excuse and documentation.

Other than compassionate excuses, deductions of 5% will be assessed for each day that an assignment is late.

Students with letters of accommodation should, if possible, confirm the implementation of their accommodations prior to the listed due date. Please see the “Accommodations for Disabilities” section of this syllabus for more information.

Students experiencing short-term extenuating circumstances that are beyond their control and may affect their academic work should submit a request to their faculty office for academic consideration. Please see the “Academic Considerations for Students in Extenuating Circumstances” section of this syllabus for more details.

Generative Artificial Intelligence (AI) Tools

Use of GenAI tools is not allowed in any part of student work for this course. Submitting AI-generated content constitutes a departure from academic integrity as defined by university Academic Integrity procedures.

PSYC 827 Reading List

Class 1

1. Wakefield JC. The concept of mental disorder. On the boundary between biological facts and social values. *American Psychologist*, 1992; 47, 373-388.
2. Kendler KS, The Nature of Psychiatric Disorders. *World Psychiatry* 15:1, Feb, 2016.

Class 2

1. Dawes RM, Faust D, & Meehl PE. Clinical versus actuarial judgment. *Science*, 1989; 243, 1668-1674.
2. Garb HN. Race bias and gender bias in the diagnosis of psychological disorders. *Clinical Psychology Review*. 2021 Dec 1;90:102087.
3. Smedslund J. Why psychology cannot be an empirical science. *Integrative Psychological and Behavioral Science*. 2016 Jun 1;50(2):185-95.
4. Tandon et al. Schizophrenia, “Just the facts” 4. Clinical features and conceptualization. *Schizophrenia Research*, 2009.

Class 3

1. Leucht S & Lasser R. The concepts of remission and recovery in schizophrenia. *Pharmacopsychiatry*, 2006; 39, 161-170
2. Insel TR. Rethinking schizophrenia. *Nature*. 2010 Nov 11;468(7321):187-93.
3. Kempf L, Hussain N, Potash JB. Mood disorder with psychotic features, schizoaffective disorder, and schizophrenia with mood features: Trouble at the borders. *International Review of Psychiatry*, 2005; 17, 9-19.

Class 4

1. Monroe SM & Harkness KL. Life stress, the “kindling” hypothesis, and the recurrence of depression: considerations from the life stress perspective. *Psychological Review* 2005; 112, 417-445.
2. Wittenborn et al. Depression as a systematic syndrome: mapping the feedback loops of major depressive disorders. *Psychological Medicine*, 2016; 551-562.

Class 5

1. Cuellar AK, Johnson SL, Winters R. Distinctions between bipolar and unipolar depression. *Clinical Psychology Review*, 2005; 25, 307-339.
2. Chow TK, Bowie CR, Morton M, Lalovic A, McInerney SJ, Rizvi SJ. Contributors of functional impairment in major depressive disorder: a biopsychosocial approach. *Current Behavioral Neuroscience Reports*. 2022 Jun;9(2):59-72.

Class 6

1. Craske MG, Rauch SL, Ursano R, Prenoveau J, Pine DS, Zinbarg RE. What is an anxiety disorder?. *Focus*. 2011 Jul;9(3):369-88.
2. Marques L, Robinaugh DJ, LeBlanc NJ, Hinton D. Cross-cultural variations in the prevalence and presentation of anxiety disorders. *Expert Review of Neurotherapeutics*. 2011 Feb 1;11(2):313-22.

Class 7

1. Lang PJ, McTeague LM. The anxiety disorder spectrum: Fear imagery, physiological reactivity, and differential diagnosis. *Anxiety, Stress, & Coping*. 2009 Jan 1;22(1):5-25.
2. Wilmer MT, Anderson K, Reynolds M. Correlates of quality of life in anxiety disorders: review of recent research. *Current psychiatry reports*. 2021 Nov;23(11):77.

Class 8 – no readings

Class 9

1. Ford JD, Courtois CA. Complex PTSD and borderline personality disorder. *Borderline personality disorder and emotion dysregulation*. 2021 May 6;8(1):16.
2. Bach, B., & Tracy, M. (2022). Clinical utility of the alternative model of personality disorders: A 10th year anniversary review. *Personality Disorders: Theory, Research, and Treatment*, 13(4), 369.
3. Wright L, Lari L, Iazzetta S, Sættoni M, Gragnani A. Differential diagnosis of borderline personality disorder and bipolar disorder: Self-concept, identity and self-esteem. *Clinical Psychology & Psychotherapy*. 2022 Jan;29(1):26-61.

Class 10

No Class

Class 11

1. Widiger TA. A postmortem and future look at the personality disorders in DSM-5. *Personality Disorders: Theory, Research, and Treatment*, 2013, 4, 382-7.
2. Chassin et al. The developmental psychopathology of alcohol use and alcohol disorders: research achievements and future directions. *Development and psychopathology*, 2013, 25, 1567-1584.
3. Garey L, Olofsson H, Garza T, Rogers AH, Kauffman BY, Zvolensky MJ. Directional effects of anxiety and depressive disorders with substance use: A review of recent prospective research. *Current Addiction Reports*. 2020 Sep;7:344-55