

**PSYC 435
Psychotic Disorders Seminar
Fall 2012**

Instructor:

Dr. Christopher Bowie
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Office hours: by appointment

Location & Time

Location: Humphrey Hall, Room 223
Time: Tuesdays 830-950 & Fridays 1000-1120

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

(a) Team Topic Reviews (25%)

In teams of four to five students, 25 to 30 minute presentations, followed by 15 minutes for questions from students and the professor, will take place in the second half of the term. 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 (7.5%) and synthesis (5%) of the content, clarity of the presentation (2.5%), ability to pose important new research questions (5%) 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 (15%)

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 member of the team will provide their own interpretation 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. (5%)

*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. 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%)

Four 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.

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 (out of the possible 8 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). 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. To the extent possible, students will be notified via moodle and/or in class of scheduling changes.

Date	Topic	Readings and Assignments
Sept 11	Psychosis: Introduction to the Concept and History	
Sep 14	Current Diagnostic Symptoms	<i>Reading:</i> Tandon
Sep 18	Differentiating the Psychotic Disorders	<i>Readings:</i> 1. Cueller 2. Peralta
Sep 21	Neurocognition I	<i>Reading:</i> Keefe 1
Sep 25	Neurocognition II	<i>Reading:</i> No assigned reading Writing Assignment 1
Sep 28	Outcomes	<i>Reading:</i> Robinson 1
Oct 2	Bipolar Disorder and Mania	<i>Reading:</i> Miklowitz
Oct 5	No Class	No Class
Oct 9	Pharmacological and Somatic Treatments	<i>Reading:</i> Krebs
Oct 12	Involuntary Hospitalization: Is it ever acceptable?	<i>Readings:</i> 1. Szasz Chodoff Debate 1
Oct 16	The Psychosis Prodrome: Should it be a distinct diagnostic category?	<i>Readings:</i> http://www.schizophreniaforum.org/for/live/detail.asp?liveID=68 <i>Slide Shows:</i> http://www.schizophreniaforum.org/for/live/DSM/DMSlidecasts.asp Debate 2
Oct 19	Neurocognitive Enhancement	<i>Readings:</i> 1. Harvey & Bowie 2. Wykes 3. Lehman
Oct 23		Media Presentations 1-2
Oct 26		Media Presentations 3-5 Letter to Editor due
Oct 30	Non-psychotic features that Impede Recovery	<i>Readings:</i> 1. Bowie 2. Leucht

Nov 2	Criminality and Violence	Presentation Team 1 <i>Required for Entire Class</i> Fazel Supplemental Readings 1. Fullam 2. Swanson 1 3. Swanson 2 Writing Assignment 2
Nov 6	Cultural Factors in Psychosis	Presentation Team 2 <i>Required for Entire Class:</i> Isaac Supplemental Readings 1. Bauer 2. Abbo 3. Morgan
Nov 9	NO CLASS	HOLIDAY
Nov 13	Delusions and Hallucinations as Cognitive Dysfunctions	Presentation Team 3 <i>Required for Entire Class:</i> LePage Supplemental Readings 1. Cohen 2. Laroï 3. Keefe 2
Nov 16	Stigma	<u>No team presentation</u> Reading for Entire Class: Link & Phelan
Nov 20	Social Cognition	Presentation Team 4 <i>Required for Entire Class</i> Couture Supplemental Readings 1. Bazin 2. Russell 3. Combs Writing Assignment 3
Nov 23	What happens without medication?	Presentation Team 5 <i>Required for Entire Class</i> 1. Bola 1 2. Carpenter Supplemental Readings 1. Bola 2 2. Nakonezny 3. Robinson 2
Nov 27	Psychological Treatments for Psychosis	Presentation Team 6 <i>Required for Entire Class</i> Dickerson Supplemental Readings 1. Granholm 2. Velligan 3. Brabban
Nov 30	Phenomenology of Psychosis and Recovery	Readings: 1. Rosenhan 2. Spitzer Writing Assignment 4