

CLINICAL PSYCHOLOGY
PSYC 236
Winter 2018

Location: Dunning Auditorium
Time: Mondays 10-11:20am, Wed 8:30-9:50am.

Instructor

Dr. Christopher Bowie
Email: BowieC@queensu.ca
Office Hours: To be announced
Craine Hall, Room 219

Teaching Assistants

Name: **Michael Best** (email: best.m@queensu.ca)
Office hour: By appointment

Michael Best is the TA responsible for all matters pertaining to the administration and marking of examinations. Contact Mike for questions about exam scheduling, special accommodations, grades, or general questions about course administration. If Mike cannot answer your question, he will forward your email to the course instructor. Mike will post office hours for reviewing exams.

Name: **Melinda Kinney** (email: Melinda.kinney@queensu.ca)
Office hour: to be posted

Melinda Kinney will attend Wednesday lectures. Contact her via the forums set up in onQ or by email if you have questions about course material.

Name: **Melissa Milanovic** (email: 8mm89@queensu.ca)
Office hour: to be posted

Melissa Milanovic will attend Monday lectures. Contact her via the forums set up in onQ or by email if you have questions about course material.

Name: **Tanya Tran** (email: tanya.tran@queensu.ca)
Office hour: to be posted

Tanya Tran is the TA responsible for online (onQ) assignments. Contact her if you have any issues accessing materials or using onQ.

Note: One of the duties of the teaching assistants is to assist with questions regarding content and examinations. onQ forums will be used for students to post questions about course content that will be responded to by the appropriate TA. Questions about examinations should be sent to Mike Best. If the TAs cannot answer the question, they will forward the e-mail to the instructor.

Course Notes. Pdf copies of lecture notes will be made available via onQ.

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 and 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.

Academic Integrity

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 instructors 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 that 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, or a requirement to withdraw from the university.

Copyright of Course Materials

Course material is copyrighted and is for the sole use of students registered in Psyc236. This material shall not be distributed or disseminated to anyone other than students registered in Psyc236. 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 evaluation

Evaluation for this course will consist of

A) Exams (90% of final grade)

All exams will consist of 50 multiple choice questions and will be noncumulative. Two will take place during class hours and one will be scheduled for the final exam period. The exams are all equally weighted.

In-class Exam 1: February 7th during class period, **30% of the final grade**

In-class Exam 2: March 14th during class period, **30% of the final grade**

Fall Semester Final Exam: During exam period, TBA, 30% of the final grade

****Students are responsible for all material in the textbook, 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.**

B) Forum Discussions (10% of final grade)

Part 1: Reflections

Students will write three 25- to 75-word reflections and post them on the OnQ forum. One reflection is required prior to the exam for each section of the course (i.e., before exam 1, between exam 1 and 2, and between exam 2 and end of term. These posts will be worth up to 2 points each. Posts are to be reflections on a point from class or the textbook and should pose a thoughtful question on the topic.

Grading Rubric:

0 points: No post, a post unrelated to the topics, or very minimal effort. Example: *I never considered that hallucinations might be experienced by those without schizophrenia. That was really interesting and made me think more about hallucinations.*

1 point: A post that reflects minimal thought on a topic or simply restates the content from class or textbook. Example: *I was fascinated to learn that auditory hallucinations are not experienced only by those with schizophrenia. We should study these more because others might be suffering. We need to make sure people don't experience these hallucinations because they could cause them to be distressed.*

2 points: A post that suggests an understanding of the issue and an idea for exploring the topic with more depth than what was presented in class or text. Example: *I did not realize that auditory hallucinations could occur outside of schizophrenia. This makes me wonder if we have enough evidence to use hallucinations as a distinguishing symptom of someone with abnormal behavior or mental illness from those without.*

These three posts are worth up to 2 points each, for 6/10 points toward the forum discussions part of the class.

Part 2: Responses

Students will reply to a post from another student. This reply should provide information from an original scientific paper that helps address the question posed in the original post.

These responses will include:

- A) A link to one abstract* found in google scholar that is relevant to the topic (2 points)
- B) A 50- to 75-word response (do not count the URL toward your word count) from the student that integrates the original question in the post with the findings from the study. (2 points)

Example: <https://academic.oup.com/schizophreniabulletin/article/38/5/1074/1900148> These authors studied people with auditory hallucinations with or without schizophrenia. They used brain scanning and found that multiple brain regions were active during a hallucination. These brain regions were activated in *both* those with schizophrenia and those who hallucinate but do not have schizophrenia. Maybe hallucinations are neither necessary nor sufficient for schizophrenia – they occur in people without schizophrenia and brain activation patterns are not specific to the illness.

*Note that sometimes clicking on a title from a google scholar search takes you to an abstract of a paper, but sometimes it links to a full article. Students are only expected to have to read and comment on the information available from the abstract of the article.

Extra Credit

Participant Pool for 200-Level PSYC Courses

The Psychology Department Participant Pool has been expanded this year to include students enrolled in certain PSYC 200-level courses including this course. 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. This way you can complete studies toward each course. However, 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. Also, the penalty for missed experiments is the same as the one in PSYC 100. For more details, please see the information posted at the Psychology Participant Pool page on the Department website: <http://www.queensu.ca/psychology/undergraduate/participant-pool-information>

As with PSYC 100, studies will be listed on SONA, and you will receive an email with the information you need to register your account on SONA after the end of the drop/add period. Expect the email around the middle of the third week of the semester. In addition, 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 drop/add 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.

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. Researchers of the particular study for which you wish to get credit will administer the alternative assignment (NOT your course instructor -- course instructors are not involved in the crediting for studies or alternative assignments). You must contact the researcher of a particular study (see the study's contact information on SONA) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, the alternative assignment will take less time (approximately 30 minutes), so you will earn 0.5% for each alternative assignment that you complete.

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

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

Psyc236 Special Accommodations for Exams

If a student requires special accommodations (e.g., extra time) for an in-class exam, it is their responsibility to contact Mike Best, and provide documentation from Student Disability Services at least 2 weeks prior to the exam. Accommodations for semester exams, during the December and April exam periods, are handled directly through the Exams Office, once you have registered with Student Disability Services.

Exam Accommodation Policy

Students can only be excused from examinations for compassionate reasons such as illness, accident, or a death in the family. Written documentation must be provided.

1. Students who cannot write an exam during the April exam period due to a serious, extenuating circumstance (with the supporting documentation required as outlined above) must be available to write a deferred exam during the Psychology Department's *Make up Exam period*. Students must obtain permission from their instructor to write a deferred exam. This requires notifying your instructor in advance or, under extraordinary circumstances, within 72 hours after the exam, with appropriate documentation. Please use the *Request for an Exam Deferral* form found on the Psychology Department website or from the UG office and attach your documentation.
2. Complete and return the instructor-signed *Permission for an Incomplete Grade* form available on the Arts and Science website and return it to the UG office.
http://www.queensu.ca/artsci/sites/default/files/Permission_for_an_incomplete_grade%2021jan2011.pdf

3. Be available to write the makeup exam during the first available PSYC *Make up Exam*

Appropriate documentation includes a signed letter from a registered health professional, Queen's Student Wellness Services, or documentation of a death such as a bulletin from a memorial service, obituary (newspaper or online) or funeral home letter. Official documents will be copied and originals returned to the student. Note that the PSYC department randomly checks document authenticity and that fraudulent documents will be grounds for a finding of a major departure from academic integrity.

Accommodation after the fact. Once a student has written an exam or submitted an assignment, they may not subsequently be granted accommodation such as being offered a second opportunity to write the exam or assignment or have it count for less than originally specified in the course syllabus (e.g., reweighted).

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.

Please see the following webpage under "Exam Absence" for additional information:

<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalolicies.html>

Required Textbook

Dozois, DJA. Abnormal Psychology: Perspectives

Course Outline

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

		Topic	Chapter
Jan	8	Concept of Abnormality	1
	10	Theoretical Perspectives	3
	15	Mood Disorders	8
	17	Mood Disorders	8
	22	Mood Disorders	8
	24	Schizophrenia	9
	29	Schizophrenia	9
	31	Schizophrenia	9
Feb	5	Review class	---
	7	EXAM	---
	12	Anxiety	5
	14	Anxiety	5
	19	Reading Week	
	21	Reading Week	
	26	Eating Disorders	10
	28	Sexuality	13
March	5	Dissociation & Somatic	6
	7	Dissociation & Somatic	6
	12	Personality Disorders	12
	14	EXAM	---
	19	Substance Use	11
	21	Developmental Disorders	14
	26	Behaviour & Emotional Disorders	15
	28	Aging and Mental Health	16
April	2	Therapies	17
	4	Stigma	No Reading