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Current Topics in **Abnormal Psychology**

PSYD33

Thursday 3-5

Room: TBA

Professor K. K. Zakzanis

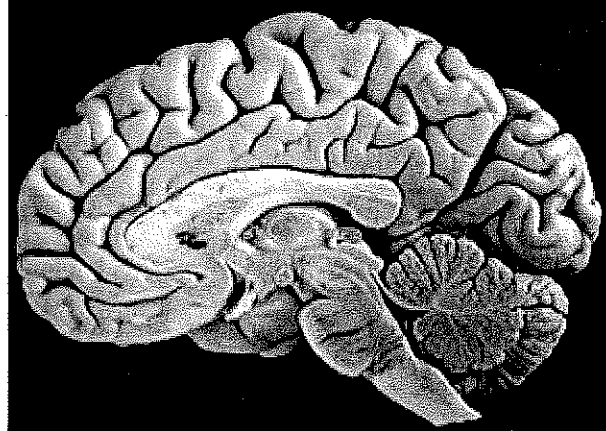
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Office Hours: Thursday 1:30-2:30 or by appointment

Prerequisites: PSYB32 plus one C- Level half-course in PSY

Note: It is strongly recommended that each student has completed successfully PSYB07 (Data Analysis In Psychology) before taking this course.

Required Readings:

Zakzanis, K. K., Leach, L., & Kaplan, E. (1999). *Neuropsychological differential diagnosis*. Lisse, The Netherlands: Swets & Zeitlinger.

Wolf, F. M. (1986). *Meta-analysis: Quantitative methods for research synthesis*. Newbury: Sage

And, a number of selected readings to be distributed on a weekly basis.

Recommended Readings:

Lezak, M. D. (1994). *Neuropsychological assessment* [3rd. Edition]. New York: Oxford University Press.

Synopsis of "Current Topics in Abnormal Psychology"

Dementia and neuropsychiatric disease are acquired syndromes of intellectual impairment produced by brain dysfunction. Its prevalence is rapidly increasing, and adequate care of the burgeoning population of demented and psychiatrically ill individuals requires a knowledgeable approach to diagnosis and management. The purpose of this course is to teach students to evaluate research related to the neuropsychological profile, treatment, and locus of neuroanatomical deficit in patients with dementia and neuropsychiatric disease. We will first review the methods of assessment used by neuropsychologists, neurologists, and psychiatrists in their clinical evaluation of patients with dementia and neuropsychiatric disease. We will then review the main disorders included in a differential diagnosis in neurologic settings (i.e., Alzheimer's disease, fronto-temporal dementia & Parkinson's disease) and psychiatric clinics (i.e., schizophrenia & major depressive disorder). Along the way, we will spend a great deal of time learning about the illogical inaccuracies of statistical significance testing and develop skills in effect size analyses and meta-analysis. Students will evaluate a body of research with their newly acquired statistical skills in terms of a review paper for a specific disorder to be selected by the student from a list of disorders to be provided by the instructor.

Basis of Evaluation:

Review paper [50%]

A review paper will be handed in on the last day of class with no exceptions. The paper is to be either a quantitative or qualitative review of a disorder to be selected by each student from a list to be provided by the instructor. Students may ask permission to complete a review paper in a different area if permission is granted from the instructor.

Proposal [5%]

A proposal is due on September 28. The proposal should be brief (no more than a page or two), and it should outline why you have chosen to do a quantitative (e.g., you found a good number of research studies that meet inclusion criteria), or qualitative (e.g., your topic is composed of single case studies) review paper. The proposal should outline your search (e.g., MEDLINE, Keywords), and briefly describe your topic of study.

Exam [20%]

An examination will be held on November 9th. Students will be evaluated on course readings and will be asked to illustrate computational and theoretical knowledge of statistical parameters of meta-analysis and effect sizes. Calculators and formulae are welcome to the examination, but not readings.

Presentation [20%]

Students are required to present their topic area to the class. Each presentation will last approximately 20 minutes with five minutes of discussion/questioning to follow. Presentations will take place from November 16 to December 7 (the last four sessions of the academic year). Five persons will present on each day.

Participation [5%]

Each student is expected to attend lectures and more importantly, your peer's presentations. Asking valid questions and aiding your peers during their presentations should earn each of you a full mark in terms of participation.

Lecture Dates and Content

September 14: Introduction to Abnormality, Neurology, & Psychiatry
Introduction to Neuropsychology and Neuroimaging
Introduction to Methodology, Effect Sizes, & Meta-Analysis

September 21: Neuropsychological Assessment Tools; Neuroimaging Instrumentation
Statistical Methodology

September 28: Alzheimer's disease
Library Skills
Inclusion/Exclusion Criteria for Meta-Analyses

October 5: Fronto-temporal dementia
Computation of Effect Sizes and other Meta-Analytic Statistics

October 12: Parkinson's disease
Presentation of Results & Interpretation of Effect

October 19: Schizophrenia
Collaborative Meta-Analytic Example

October 26: Major Depressive Disorder
How to Write an "APA" Research Paper (Meta-Analytic and Qualitative)

November 2: Review and Individual Aid

November 9: Examination

November 16: Presentations

November 23: Presentations

November 20: Presentations

December 7: Presentations; Review Paper Due

***NOTE: Students with a disability/health consideration are encouraged to approach me and/or the AccessAbility Services Office @287-7560. They can also drop by the office, S302B, inside the Resource Centre. The Coordinator is available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.**