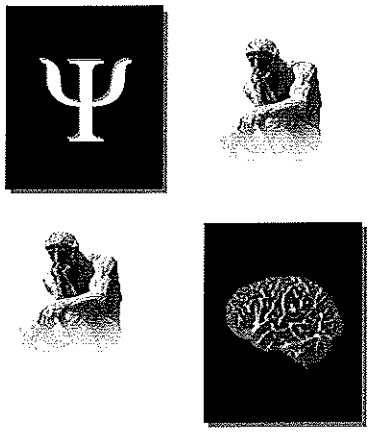
UNIVERSITY of TORONTO
SCARBOROUGH

DEPARTMENT OF PSYCHOLOGY

CURRENT TOPICS IN ABNORMAL PSYCHOLOGY



Clinical Psychology: The evaluation of, diagnosis of, and Intervention for Mental Disorder

Course Instructor	Zachariah Campbell
Course Code	PSYD33H3
Section	LEC01/LEC30
Lecture Details	Mondays, 3-5PM/7-9PM, MW264
Office Hour Details	Thursdays, 5-7 pm, SW132/SW564
Course E-mail	zac.campbell@utoronto.ca

Brief Description

In your Abnormal Psychology class you were taught that throughout history, whether a person's behavior is labeled abnormal has often depended on the cultural norms for appropriate behavior and the gender and ethnicity of the person and that current definitions of abnormality focus on the person's ability to function in daily life and his or her level of distress and grasp of reality. You were also told that many biological and psychological tests are used to assess people's functioning and well-being and that the information gathered in these tests is compared to criteria for diagnosing psychological disorders provided in guidebooks such as the DSM. You were also shown that several modern biological and psychological theories provide different ways of understanding and treating people with psychological disorders and that most disorders appear to be influenced both by biological and psychosocial factors, and some of these theories integrating these factors have proven most useful in understanding and treating abnormality, while others have failed miserably.

In short, we tried to answer the question "what is abnormality?"

In others words we answered the "what" question.

What remains to be asked, however, is "how are these abnormalities established and supported in the scientific literature?" In other words, we need to answer the "how" question.

To do so, this course will provide students with a framework for critically assessing the research literature. That is, we typically accept 'scientific findings' if they have been found to equate to established statistical criterion (e.g., $p<.05$). When a research hypothesis (e.g., frontal lobe reduction in schizophrenia) is supported with significant statistical evidence (i.e., $p<.05$), research scientists will then argue in support of their hypotheses (i.e., frontal lobe reduction causes schizophrenia).

This methodology is both faulty and illogical.

We will explore why this methodology is faulty and illogical. Students will then be shown alternative methodologies for assessing the 'significance' of a research study (i.e., effect size analyses and meta-analysis), and then asked to apply these alternative methodologies to their chosen area of interest.

Students will be expected to demonstrate the following:

1. A clear understanding of statistical significance testing and its limitations
2. Theoretical knowledge and practical application of alternative methodologies for assessed the 'significance' of a research study
3. An ability to demonstrate that he/she can critically evaluate the research literature of a chosen area of interest
4. And finally, a greater understanding of a chosen area of interest in Abnormal Psychology

Important Summary

This course employs a seminar-based curriculum. As such, you will find the nature of this course to be unlike many of the courses you have taken to date. Moreover, a seminar is much like the type of learning experience you would gain in either graduate or medical school. Due to the smaller size, there is a greater opportunity for independent learning under the supervision of the instructor. At the same time, students are expected to learn from each other by way of participating during presentations. Hence, you will find that your final grade is very much tied to your ability to learn independently (e.g., by gathering appropriate and plentiful readings) and to your participation in class.

Required Readings

Bakan, D., (1966). The test of significance in psychological research. *Psychological Bulletin, 66,* 423-436

First, M. B., & Westen, D. (2007). Classification for clinical practice: how to make ICD and DSM better able to serve clinicians. *International Review of Psychiatry, 19,* 473-481

Rosenthal, R. (1995). Writing meta-analytic reviews. *Psychological Bulletin, 118,* 183-192.

Zakzanis, K. K. (1998). Brain is related to behavior ($p < .05$). *Journal of Clinical and Experimental Neuropsychology, 20,* 419-427.

Zakzanis, K. K. (2001). Statistics to tell the truth, the whole truth, and nothing but the truth: Formulae, illustrative numerical examples, and heuristic interpretation of effect size analyses for neuropsychological researchers. *Archives of Clinical Neuropsychology, 16,* 653-657.

Zakzanis, K. K., Graham, S. J., Campbell, Z. (2003). A meta-analysis of structural and functional brain imaging in dementia of the Alzheimer's type: A neuroimaging profile. *Neuropsychology Review, 13*, 1-18.

*Once you have grasped the content of these readings, you are expected to gather your related readings in keeping with your chosen focus of interest.

Important Notes

A. All course related inquiries are to be directed to the instructor's email address listed on the first page. Please ensure that you put "PSYD33" in the subject line of every email to ensure that it is properly received.

B. Every enrolled student must ensure that they have access the course website via the U of T Portal. All submissions of assignments and access to course related content will be posted here (e.g., lecture slides, important announcements).

C. The prerequisites for this course are PSYB32H3 and one C-level half-credit in psychology.

D. If a lecture is cancelled because of an unforeseen circumstance (e.g., unexpected illness), students are still responsible for the material that was to be discussed that day (e.g., assigned readings).

E. If a student is absent for their presentation due to illness or other extenuating circumstance, they must contact the instructor as soon as possible. For medical reasons, students must use the University of Toronto Student Medical certificate. It can be downloaded on the UTSC website.

F. Students with a disability/health consideration are encouraged to approach me and the AccessAbility Services Office. You can also drop by their office, S302, inside the Science Building. A coordinator is available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

Grading Scheme

Proposal (15%)

Your proposal is due by submission through the U of T Portal on June 1, 2008 by midnight. Before the next day's class, each student's proposal will be reviewed by the instructor to determine (1) whether you have grasped the task at hand required to successfully complete the critical review paper, and (2) determine whether your area of interest is suitable for critical review.

To meet these requirements, your proposal should include a very brief outline of your critical review paper (e.g., what you will cover, what you won't). It should include evidence that you have begun an exhaustive search for research studies (e.g., outline your search methods to date, and how many studies you believe are appropriate to be included into a critical review—i.e., you can calculate effect sizes from). Finally, it should include a detailed example of your ability to calculate an effect size from an actual research study, and your ability to interpret it appropriately.

Presentation (20%)

Students are required to present a 20-minute review of their chosen area of study followed by 5 minutes of questions.

The presentation will be evaluated on your demonstrated knowledge of your area (e.g., a fluent understanding of the topic—hence, you do not want to stand there and read).

The order in which you will present will be decided on the following: The student who has the earlier date of presentation, will have first choice of topic. Note: no two students may have the same topic (unless specified with an asterisk – see list at the of the end of syllabus).

Paper (50%)

Students are required to complete a critical review paper. The review is expected to incorporate both a qualitative review of your chosen area of study and demonstration of your ability to "critically review" the research literature surrounding your area of study.

Focus should be on the evaluation, understanding or treatment of a given disorder

As an example outline of what is expected, the following is a review paper outline that was commonly used in previous years:

I. History of the disease (key people and early thinking)
II. Epidemiology (genetics where applicable)
III. Pathophysiology
IV. Behavioral, qualitative aspects of the disorder (DSM Overview)
V. Treatment modalities
VI. Critical review of the research literature
    A. Surveying studies (how and which ones, and why)
    B. What do these studies say on the surface according to their statistical significance?
    C. Rationale as to why these studies may be faulty
        a. Review of effect sizes and why they may be more insightful
        b. Review of meta analysis and how it can be used to review these studies more validly
    D. Presentation of Effect sizes and Meta-Analysis
    E. Your findings, interpretations and conclusions

Requirements

- Topics must be approved by the instructor first.
    - Due through the U of T Blackboard Portal by Sunday, June 1, 2008.
    - Should consist of approximately one page outlining your topic area and how you will structure your paper
    - To be submitted through the U of T Portal.
- The final paper must consist 8-10 of content pages (i.e., excluding references, etc).
- Grading will be based on style, clarity and scholarship.
- APA style (5th Ed.) is required.
- An electronic copy of your paper in *Microsoft Word* format is due by midnight on Friday, August 1, 2008, however, you are more than welcome to submit your paper earlier.
- It must be submitted through the U of T Portal. Assistance with this procedure will be outlined several classes prior to the submission date.
- Please note that for every subsequent day that it is late, 10% will be taken off. For every subsequent day that it is late, an additional 10% will be taken off.

Participation (15%)

Students are expected to learn from each other by way of attendance and participation during presentations in your enrolled section (LEC01/LEC30). Hence, you will find that your final grade is very much tied to your participation in class—15% of your final grade to be exact.

Lecture & Presentation Dates

May 5

Welcome

- Course description and requirements
- Examples of topics

May 12

Lecture: Psychological Evaluation, Intervention & DSM-IV

- Psychological evaluation: assessor, clinical interview, psychometric testing, diagnostic formulation, report writing, recommendations
- Clinical intervention: psychotherapy, medication, and other alternatives
- DSM-IV & The multi-axial approach
- Selection of topics

Reading:

- First, M. B., Westen, D. (2007). Classification for clinical practice: how to make ICD and DSM better able to serve clinicians. *International Review of Psychiatry, 19,* 473-481

May 19

No class – Victoria Day

May 26

Lecture: Effect Size Statistics & Meta-Analysis

- Critical review of traditional statistical methodologies
- Introduction to effect size statistics and meta-analysis

Readings:

- Bakan, D., (1966). The test of significant in psychological research. Psychological Bulletin, 66, 423-436
- Zakzanis, K. K. (1998). Brain is related to behavior ($p < .05$). Journal of Clinical and Experimental Neuropsychology, 20, 419-427

June 1

Topic proposals due through the U of T Portal by midnight.

June 2

Lecture: Example Presentation & Sample Calculations

- Introduction to effect size statistics and meta-analysis

Readings:

- Zakzanis, K. K., Graham, S. J., Campbell, Z. (2003). A meta-analysis of structural and functional brain imaging in dementia of the Alzheimer's type: A neuroimaging profile. *Neuropsychology Review, 13,* 1-18.

- Zakzanis, K. K. (2001). Statistics to tell the truth, the whole truth, and nothing but the truth: Formulae, illustrative numerical examples, and heuristic interpretation of effect size analyses for neuropsychological researchers. *Archives of Clinical Neuropsychology, 16,* 653-667.

*Please bring your calculators to class

June 9 — Presentations
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June 16 — No class
- To be utilized for research and writing

Reading:
- Rosenthal, R. (1995). Writing meta-analytic reviews. *Psychological Bulletin, 118,* 183-192.

June 23 — Presentations
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June 30 — Reading Week

July 7 — Presentations
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July 14 — Presentations
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July 21 — Presentations
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July 28 — Presentations

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August 1 — Term papers are due through the U of T Portal by midnight.

August 5 — Remaining Presentations & Course Summary

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DSM-IV Based Topics

Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence*
Delirium, Dementia, and Amnestic and Other Cognitive Disorders*
Schizophrenia and Other Psychotic Disorders*
Substance-Related Disorders*
Mood Disorders*
Anxiety Disorders*
Somatoform Disorders
Factitious Disorder
Dissociative Disorders
Sexual and Gender Identity Disorders*
Eating Disorders*
Sleep Disorders
Impulse Control Disorders
Adjustment Disorders
Personality Disorders*

*Topic areas that can be chosen by more than 1 individual