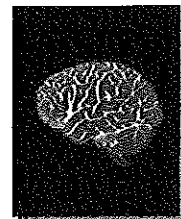


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# CURRENT TOPICS IN ABNORMAL PSYCHOLOGY



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Clinical Psychology: The Evaluation, Understanding,  
and Treatment of Mental Disorder

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Course Instructor	Zachariah Campbell
Course Code	PSYD33H3F
Section LEC30 Details	Tuesdays, 7-9 pm, MW262
Section LEC31 Details	Tuesdays, 5-7 pm, MW264
Office Hour Details	Tuesdays, 3 to 5 pm, SY178
Course email	<a href="mailto:zac.campbell@utoronto.ca">zac.campbell@utoronto.ca</a>

## Brief Description

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The objective of this course is to survey the discipline of clinical psychology by thoroughly examining topic areas that are of current relevance. Overall, 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.

Since this is a survey course, students are expected to contribute to the curriculum by selecting an appropriate topic to research and write a review paper. Students are also required to present their topic to the class by way of a formal presentation. Areas worthy of consideration include in depth analyses of individual psychological disorder, different treatment modalities, or specific assessment techniques. To this end, students will be able to gain knowledge within a personal area of interest that is germane to this course and disseminate that knowledge to their fellow students. Lastly, 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

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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.

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.

Important note: There are other required readings that are not listed here as they will be provided by each student on an ongoing basis as the course proceeds (i.e., as part of each student's presentation). Please also note that the information contained in these papers is considered testable material for both the midterm and final examination.

## Important Details

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- 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 "PSYD33H3F" and your section "LEC30" or "LEC31" in the subject line of every email to ensure that it is properly received.
- B. Every enrolled student must ensure that they have access to the course website via the U of T portal. All course related content will be posted here (e.g., lecture slides, important announcements, and midterm grades). Aside from the use of Powerpoint for presentations, the only format that will be used for all other posted documents is Adobe PDF. Free reading software is available at [www.adobe.com](http://www.adobe.com).
- 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, etc).
- E. If a student is absent for their presentation or a term test 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.
- 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.
- G. It is important to note that any issue that breaches the *Code of Behaviour on Academic Matters* will be treated seriously by the instructor and the University.

# Grading Scheme

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## Attendance & Participation (10%)

Students are expected to learn from each other by way of timely attendance (not arriving beyond 10 minutes after the hour) and participation during student presentations. This will ensure that all students enjoy an atmosphere that is conducive to learning.

## Term Paper Proposal (10%)

Your term paper proposal is due by email on Sunday, September 28 by midnight (-20% for each day late). This will allow for your proposals to be evaluated before the following class on Tuesday. Each proposal will be reviewed to determine whether you have sufficiently prepared for writing your term paper. This includes demonstrating that you have 1) chosen a suitable topic (both in terms of content and comprehensiveness), 2) conducted a sufficient preliminary search for research materials, and 3) developed a formal outline of the structure of your paper which clearly indicates the arrangement of the material you are going to discuss.

Two to three pages that are double-spaced and set at 12 point font is required for this assignment. You must also only submit a Microsoft Word document through this link (no other format will be accepted). Lastly, please ensure that you include the title of your research paper as well as your name and student number at the top of your proposal. *Important: students who are presenting on the first day of presentations should consult with the instructor at least one week ahead of time to get some preliminary feedback about their chosen topic.*

## Class Presentation (20%)

Students are required to present a 20-minute review on their chosen area of study followed by 5 minutes of questions from the audience. Students are also required to provide a suitable review paper or book chapter that is relevant to their topic area for their classmates to read prior to their presentation. *Important: this selected paper must be submitted to the Digital Dropbox on the Portal in PDF format at least one week prior to the date of the presentation. Instruction for this procedure will be provided.*

## Class Presentation (continued)

The evaluation of your presentation will be based on your demonstrated knowledge of your chosen topic area. This will be assessed by way of the delivery of your presentation, the organization of your material, your choice of review paper, and your ability to handle questions from your audience.

All of the necessary equipment you will need to conduct your presentation will be provided. Students are expected to design their presentation in Microsoft Powerpoint as this is the software that is available with the provided equipment. *Important: On the day of your presentation, please arrive ten minutes early (i.e., either at 5 PM or 7 PM – depending on your course section) so that you can provide an electronic copy of your presentation to the instructor and it can be setup onto the podium computer in advance. After your presentation, the file will be uploaded to the U of T portal for your classmates to access.*

## Term Paper (25%)

Students are required to complete a comprehensive review paper. The topic area must be approved by the instructor first. Focus should be on the evaluation, understanding or treatment of a given disorder. Other topic areas that are germane to abnormal or clinical psychology will also be considered.

As an example outline of what is typically expected, the following is a review paper outline that was commonly used in previous years (i.e., if a specific psychological disorder is chosen as a topic):

- 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 (recent empirical or meta-analytical findings) including discussion of the limitations of specific research where possible
- VII: Summary and future directions

## Term Paper (continued)

Ten to fifteen content pages (i.e., excluding title page, abstract, references, etc). Grading will be based on style, clarity and scholarship. APA style (5<sup>th</sup> ed.) is also required and will be a component of the grade allocated for his assignment. Please also note that this assignment is due on last day to submit term assignment in fall courses (i.e., Monday, December 1, 2008). For every subsequent day that it is late, 20% will be taken off the total possible grade that could be allocated to this assignment. You must also only submit a Microsoft Word document through this link (no other format will be accepted).

## Midterm Test (10%)

A multiple choice examination will be held on October 21, 2008. Questions will be derived from all of the presentations held to date (i.e., instructor and student presentations) as well as all of the required readings (i.e., those selected by the instructor and individual students).

## Final Examination (25%)

A cumulative multiple choice examination will be held during the final examination period. Questions will be derived from all of the presentations held to date (i.e., instructor and student presentations) as well as all of the required readings (i.e., those selected by the instructor and individual students). Please note, however, that the proportion of questions on the final examination will be weighted towards untested material.

# Course Schedule

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September 9

## Welcome

- Course description and requirements
- Examples of topics

September 16

## 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 and presentation dates
- Required 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

September 21

## Lecture: Brief Introduction to Meta-analysis

- To assist with the writing of your “qualitative review” term papers, an introduction to meta-analyses will be provided so that you can properly understand “quantitative reviews” of the empirical literature

## Sample presentation: Neuroimaging in Dementia of the Alzheimer's type

- This sample presentation will provide you with a walk-through of what will be generally expected in your own 20-minute presentation.
- Required Reading:
  - 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.

September 28

Term Paper Proposal Due

- Your term paper is due by midnight on this date (Sunday) through the U of T portal. For specific requirements, please refer to the grading scheme section

September 30 – October 18

Student Presentations

- For specific requirements, please refer to the grading scheme section
- Required readings will be posted on the U of T portal one week before each student presentation

October 21

Midterm Test

- Held in-class
- Multiple-choice test that covers all presentations and required readings to date

October 28 to November 28

Student Presentations

- For specific requirements, please refer to the grading scheme section
- Required readings will be posted on the U of T portal one week before each student presentation

December 1

Term Paper Due

- Your term paper is due by midnight on this date through the U of T portal. For specific requirements, please refer to the grading scheme section.

Final Examination Period (December 5 - 19)

Final Examination

- Multiple-choice test that covers all presentations and required readings to date. Coverage is cumulative but it will be weighted towards untested material.