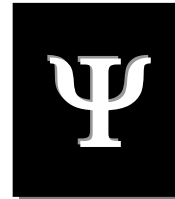




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# CURRENT TOPICS IN ABNORMAL PSYCHOLOGY



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## CONTROVERSIAL ISSUES IN CLINICAL/ABNORMAL PSYCHOLOGY

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Course Instructor	Zachariah Campbell
Course Code	PSYD33H3
Section	L01Y S2011
Lecture Date & Time	Thursdays 10 AM to 12 PM
Lecture Location	BV 355
Office Hour Details	Thursdays 1 PM to 3 PM (or by appointment)
Office Location	SY 178
Contact email	<a href="mailto:zac.campbell@utoronto.ca">zac.campbell@utoronto.ca</a>

## Course Description

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The objective of this course is to survey the disciplines of clinical psychology and allied mental health disciplines by thoroughly examining controversial issues that are of current relevance. This course employs a seminar-based curriculum and, as such, you will find the nature of this course to be unlike many of the courses you have taken to date. Due to its smaller size, both collaborative and independent learning are important features that are integrated into this course. Moreover, this seminar course is much like the type of learning experience you would gain in either graduate or medical school.

Since this is a survey course, students are expected to contribute to the curriculum by selecting topics to research and write a series of review papers. Students are also required to present their topic to the class in groups of two by way of a formal presentation. Following the textbook, carefully selected for this course, areas considered worthy of consideration include in depth analyses of psychological conditions and treatments, trends towards biological interventions, and social issues in the mental health field. In addition, students will be able to gain knowledge within a personal area of interest that is germane to this course by selecting, researching and writing a comprehensive term paper. Overall, final grades will be tied to your ability to learn independently (i.e., term papers), to work collaboratively in groups (i.e., class presentations), in-class quizzes (i.e., knowledge), and your attendance and participation in class debates.

## Important Notes

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- A. All course related inquiries are to be directed to the instructor's email address listed on the first page. To ensure delivery, the subject line must be in the following format: "[PSYD33H3 - S2011 - Insert your subject here](#)".
- B. Every enrolled student must ensure that they have access to the course materials via the Intranet. All course related content will be posted here (e.g., lecture slides, important announcements, quiz grades, etc). Aside from the use of Microsoft PowerPoint for presentations, the only format that will be used for all other posted documents is Microsoft Word 97-2003 and Adobe PDF.
- 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 or inclement weather), students are still responsible for the material that was to be discussed that day (e.g., lecture slides, assigned readings).
- E. If a student misses a class, it is recommended that they request the notes of fellow students who attended class (e.g., their presentation team mate).
- F. If a student is absent for their presentation or any quiz due to illness or other extenuating circumstance, they must contact the instructor as soon as possible.
- G. Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Room SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email [ability@utsc.utoronto.ca](mailto:ability@utsc.utoronto.ca). The sooner you let us know your needs the quicker they can assist you in achieving your learning goals in this course.

# Academic Integrity

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Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). Potential offences include, but are not limited to:

## In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

## On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

## In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity>).

# Required Readings

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## Readings for All Classes (Presentations & Debates)

Halgin, R. (2010). *Taking Sides – Clashing Views in Abnormal Psychology* (6<sup>th</sup> edition). Toronto: McGraw-Hill.

*\*Required Readings (and Presentation Topics) from the course textbook will be based on a popularity class vote via a survey on the Intranet (available after the first class (May 12) until the following Sunday (May 15) at 10 PM. Group assignments and topic selections will then be determined in the second class.*

## Reading for Week 2

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.

## Writing Style Resource

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: American Psychological Association.

*\*Available at the Reference Desk at Gerstein Library*

# Grading Scheme

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## Attendance & Participation (15%)

Students are expected to learn from each other by way of timely attendance (i.e., not arriving beyond ten minutes after the hour) and participation during student presentations. A signature sheet will be passed around at ten minutes after the hour to document attendance and will not be re-circulated. Timely attendance is important in that it limits any disruptions to you (or your peer's) class presentations. Participation marks will be allotted for the behaviour of asking insightful questions and being involved in the class debates after each presentation. Lastly, marks for these two course components will be divided equally towards 15% of your final grade.

## Class Presentation (25%)

Students are required to present a two-member team review of their chosen topic of study for twenty minutes which will be followed by approximately twenty minutes to thirty minutes of questions and debate. Partner assignments will be randomly determined in the second class. Available topics will be based on a class popularity vote (across a series of eighteen chapters in the course textbook). This will be followed by a lottery in which student teams will be able to select their preferred topic which will then be followed by presentation date selection (in the reverse order of the lottery).

The evaluation of each presentation will be based on several factors. Specifically, this will be assessed by way of the delivery of each presentation (including minimal reading and the appropriate division of labour between teammates), the organization of material, your chosen debate question(s), each group's demonstrated knowledge of their chosen chapter topic area, and each group's ability to initiate and moderate an engaging class discussion. That is, the audience will be divided equally into two groups which will debate their randomly assigned side of opinion. Please note that a strict time-limit of twenty minutes for each presentation that will be enforced by way of a timer, so please practice and prepare ahead of time. All of the equipment that is necessary to conduct each presentation will be provided. Teammates are expected to design their presentation in Microsoft PowerPoint 97-2003 format (i.e., \*.ppt) as this is the software that is available with the provided equipment.

An additional mark of up to 15% (based upon quality) that contributes to your overall Quiz mark will be allotted for the submission of multiple-choice questions that are based on your particular presentation (see below). Specifically, 5 multiple questions with 5 options are required from each group member. These questions should be based on both the content of the PowerPoint slides and the material that will be communicated orally during the presentation. A template containing sample questions is posted on the intranet for you to use. This document (containing the questions) is to be included when your PowerPoint presentation is submitted and not later.

Please note that those questions that are created by each student and their team member must be kept confidential and are NOT to be disseminated to classmates. This is an issue of academic honesty and is important for the learning process as it will challenge each student in the audience to pay careful attention to each class presentation and participate in class discussions. It will also be of significant benefit to each presentation team as there is nothing worse than giving a lecture in which the audience is not alert or motivated to be interested.

Important: (1) The final version of the Presentation Slides (and multiple-choice questions) must be submitted electronically to the instructor by 8 PM on the evening prior to the scheduled presentation (Wednesday). This will allow your audience to have timely access to your slides through the intranets. If the Presentation Slides are late, 10 percent will be docked off of your total possible presentation grade. (2) You are also to submit a transcript of your PowerPoint Presentation by saving your presentation and presentation oral notes as a PDF (via Microsoft PowerPoint) and submitting the document to Turnitin.com. (3) If, on the day of your presentation, you are presenting in the first time slot, please arrive at least ten minutes early so that you can properly set up.

### Quizzes (30%)

There will be three non-cumulative quizzes which will be based on in-class presentations and required readings. The exact number of questions will be based upon the amount of content covered by the date of each quiz. Most of questions will be created by the instructor and the remaining will be derived from questions generated by each student (i.e., based their own presentations). The exams are spaced evenly throughout the term and will be a maximum of 50 minutes in duration. On the dates of each quiz, the start time will be right at the beginning of class (i.e., 10:10 AM). The marks for each quiz will be posted on the Intranet before the following class.

## Term Review Paper (30%)

Students are required to complete a comprehensive review paper that is based on any approved topic that is germane to this course (instructor approval required). Thirteen to fifteen content pages are required (i.e., excluding title page, abstract, references, etc). Grading will be based on style, clarity and scholarship (third-person style). APA style (6<sup>th</sup> ed.) is required and will be an important component of the grade allocated to this assignment (12 pt. Times New Roman font is required). Please note that this assignment is due on the last day to submit term assignment in summer courses (i.e., August 8). You must only submit your document in Microsoft Word 97-2003 format (i.e., .doc and not .docx - no other format will be accepted) to the Turnitin.com website (see below) before midnight on the due date. For every day that it is late, 15% will be taken off the total possible grade that could be allocated to the assignment. It is highly recommended that you submit your paper well in advance of the evening to avoid any technical issues that may arise etc. Lastly, the Writing Centre is a terrific resource especially to assist with the mechanical aspects of writing (<http://ctl.utsc.utoronto.ca/twc>).

Prior to commencing the Term Paper assignment, students must submit a 2 page proposal for their topic by 10 PM on Sunday, May 22. As with the final submission of the Term Paper, Turnitin.com will be used for the Proposal. This component is worth 10% of your total grade on the Term Paper assignment and must be submitted on time to receive any marks. Moreover, if you don't have an approved Proposal (or you later change your topic without approval), your term paper won't be accepted for grading. The template that you are to use for the Proposal is posted on the Intranet.

Students will be required to submit their course essays (and other specified content) to Turnitin.com for a review of textual similarity and detection of possible plagiarism. *In doing so, students will allow their essays (and other specified content) to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism.*\* The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. If Turnitin is not used, students will be required to submit their rough notes and hard copies of the references that they sourced within their assignments.

\*This includes comparisons to papers (proposals and presentations) completed by other and previous members of this course as well as students who have previously completed (these) assignment(s) in this course.



# Presentation Topics

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The availability of topics (i.e., the chapters contained in the course textbook), will be determined by way of a popularity vote obtained via an Intranet survey. Please obtain the book from the bookstore and submit your preferred five issues to the survey by the Sunday evening (May 15) that follows the first class. The results will be revealed during the second class.

## Unit 1 – Psychological Conditions and Treatments

- Issue 1 Is the Use of Aversive Treatment an Inhumane Intervention for Psychologically Disordered Individuals?
- Issue 2 Is Gender Identity Disorder a Mental Illness?
- Issue 3 Is Forced Treatment of Seriously Mentally Ill Individuals Justifiable?
- Issue 4 Should Individuals with Anorexia Nervosa Have the Right to Refuse Life-Sustaining Treatment?
- Issue 5 Is Psychological Debriefing a Harmful Intervention for Survivors of Trauma?
- Issue 6 Are Blocked and Recovered Memories Valid Phenomena?
- Issue 7 Is Attention-Deficit/Hyperactivity Disorder (ADHD) a Real Disorder?
- Issue 8 Should MDMA (Ecstasy) Be Prohibited, Even for Therapeutic Use?

## Unit 2 – The Trend toward Biological Interventions

- Issue 9 Is Addiction a Brain Disease?
- Issue 10 Should Memory-Dampening Drugs Be Used to Alleviate the Symptoms of Trauma?
- Issue 11 Is Ritalin Overprescribed?
- Issue 12 Should Psychologists Prescribe Medication?

## Unit 3 – Social Issues

- Issue 13 Is it Unethical for Psychologists to Be Involved in Coercive Interrogations?
- Issue 14 Is it Ethical to Support the Wish for Healthy Limb Amputation in People with Body Integrity Identity Disorder (BIID)?
- Issue 15 Does Exposure to Media Violence Promote Aggressive Behavior?
- Issue 16 Would Legalization of Virtual Child Pornography Reduce Sexual Exploitation of Children?
- Issue 17 Must Mentally Ill Murderers Have a Rational Understanding of Why They Are Being Sentenced to Death?
- Issue 18 Does Research Confirm That Abortion Is a Psychologically Benign Experience?

# Schedule

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## Week 1 – May 12

### Welcome

- General introduction
- Course description and requirements

## Week 2 – May 19

### Topic Selection & Lecture: Clinical Psychology, DSM, ICD, & PAI Completion

- Psychological evaluation: assessor clinical interview, psychometric testing, diagnostic formulation, report writing, recommendations
- Clinical intervention: psychotherapy, medication, and other alternatives
- Personality Assessment Inventory (PAI) completion. This is strictly a voluntary component in which each student will have the opportunity to complete a comprehensive psychological instrument to better appreciate the nature of psychometric testing as it applies to abnormal psychology. Please note that these forms will be kept confidential and secure until the following class where they will be distributed in an anonymous fashion. This will follow with students reviewing their protocol with the instructor in detail in a group fashion.

### Review Paper Topic Choices Due (Electronically via Turnitin.com) – May 25

## Week 3 – May 26

### Personality Assessment Inventory – Presentation and Review of Results

- All scored PAI protocols will be returned to each student. After providing a period of time wherein the class has the opportunity to read through their individual reports, several sample reports will be presented and analyzed in detail by the detail by the instructor. Confidential individual consultation is available with the Instructor if desired.
- Feedback on the Term Paper Proposals will be provided.

## Week 4 – June 2

Presentation & Debate 1: TBA

Presentation & Debate 2: TBA

## Week 5 – June 9

Presentation & Debate 1: TBA

Presentation & Debate 2: TBA

### Week 6 – June 16

Quiz 1 (50 minutes & In-class)  
Presentation & Debate 2: TBA

### Week 7 – June 23

Presentation & Debate 1: TBA  
Presentation & Debate 2: TBA

### Reading Week (June 28 – July 1)

### Week 8 – July 7

Presentation & Debate 1: TBA  
Presentation & Debate 2: TBA

### Week 9 – July 14

Quiz 2 (50 minutes & In-class)  
Presentation & Debate 2: TBA

### Week 10 – July 21

Presentation & Debate 1: TBA  
Presentation & Debate 2: TBA

### Week 11 – July 28

Presentation & Debate 1: TBA  
Presentation & Debate 2: Not Available

### Week 12 – August 4

Quiz 3 (50 minutes & In-class)  
Review and Summary of the Course

### Term Papers Due – August 8 (Electronically – via Turnitin.com)

This is the University's last day for submission of term assignments