

## PSYD33H3-S – Current Topics in Abnormal Psychology: Winter 2013

**Location and Time:** Monday 13:00-15:00, MW223

**Instructor:** R. Michael Bagby, Ph.D., A.B.A.P., C. Psych

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### **Course Description**

The goal of this course is to expose students to review some mental disorders in greater detail than is offered in introductory abnormal courses, with particular emphasis on research issues. Classes will be conducted in seminar style and students are expected to have read the assigned material prior to class. All readings are available electronically through the U of T library. Those that are not available will be provided to students by the course director.

### **Evaluation**

- \* Five Position Papers (18% each)
- \* Attendance in classes and completion of quizzes (9) and class demonstration (1) (10% total) = 100%

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### **Description of Position Papers and Date Due**

<b><u>Paper</u></b>	<b><u>Due Date</u></b>
1. Do analogue samples in depression research advance meaningfully our knowledge of depression and its treatment?	TBD
2. Are placebo trials in depression treatment studies ethical?	TBD
3. Are RCT designs in psychotherapy research essential and exclusively necessary to advance ESTs?	TBD
4. Should the Five Factor Model of Personality replace the current personality disorder system in DSM-5?	TBD
5. Should Watson's quantitative model of the mood and anxiety disorders replace the current system in DSM-5?	TBD

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### **Note:**

- *Papers are to be no longer than 4 pages double-sided (total 8 pages), double spaced, excluding title page and reference list.*
- *Font is 12 point Times New Roman, 1" margins all around.*

- *Papers not handed in at beginning of class on the date they are due will have a full letter grade deducted and an additional grade each day late thereafter.*

### Schedule

Date	Topic
Jan 7	<b>INTRODUCTION AND OVERVIEW</b>
<b>Jan 14</b>	<p><b>USING ANALOGUE SAMPLES IN DEPRESSION RESEARCH</b> (Quiz &amp; Paper #1)</p> <p><u>Readings:</u></p> <p>Coyne, J. C. (1994). Self-reported distress: Analog or ersatz depression? <i>Psychological Bulletin</i>, 116, 29-45.</p> <p>Vredenburg, K., Flett, G. L., &amp; Krames, L. (1993). Analogue versus clinical depression: A critical reappraisal. <i>Psychological Bulletin</i>, 113, 327-334.</p> <p><u>Optional readings:</u></p> <p>Cox, B.J., Enns, M.Q., Borger, S.C., &amp; Parker, J.D.A. (1999). The nature of depressive experiences in analogue and clinically depressed samples. <i>Behaviour Research and Therapy</i>, 37, 15-24.</p> <p>Flett, G.L., Vredenburg, K., &amp; Krames, L. (1997). The continuity of depression in clinical and non-clinical samples. <i>Psychological Bulletin</i>, 121, 395-416.</p>
Jan 21	<p><b>CONCEPTUAL &amp; PRACTICAL ISSUES IN THE ASSESSMENT OF PSYCHOPATHOLOGY</b></p> <p><i>Class Demonstration</i> (Quiz)</p> <p><u>Readings:</u></p> <p>Ben-Porath, Y.S. (2003). Assessing personality and psychopathology with self-report inventories. In J. R. Graham and J. A. Naglieri (Eds.), <i>Handbook of psychology: Assessment psychology, Vol. 10.</i> (pp. 553-577). Hoboken, NJ, US: John Wiley &amp; Sons</p>
<b>Jan 28</b>	<p><b>USE OF PLACEBO IN PSYCHIATRIC RESEARCH</b> (Paper #2)</p> <p><u>Readings:</u></p> <p>Cadesky, E. (2001) Are Placebo-Controlled Studies Ethical in Psychiatric Research. <i>McGill Journal of Medicine</i>, 6, 56-60.</p> <p>Elliott, C., &amp; Weijer, C. (1995 December). Cruel and unusual treatment. <i>Saturday Night</i>, 31-34.</p> <p>Glaros, A.G. (2001). A Comment on La Vaque and Rossiter. <i>Applied Psychophysiology Biofeedback</i>, 26, 61-71.</p> <p>La Vaque, T.J., &amp; Rossiter, T. (2001). The ethical use of placebo controls in clinical research: the Declaration of Helsinki. <i>Applied Psychophysiology Biofeedback</i>, 26, 23 - 37.</p>
Feb 4	<p><b>BIPOLAR DISORDER AND THE HYPOMANIC PERSONALITY</b> (Quiz)</p> <p><i>Special Lecturer: Carolyn Watters, M.Sc.</i></p> <p><u>Readings:</u></p> <p>TBA</p>
<b>Feb 11</b>	<p><b>VALIDITY OF RCT METHODOLOGY (Part 1)</b> (Quiz &amp; Paper #3)</p> <p><u>Readings:</u></p> <p><i>Westen, D., Novotny, C. M., Thompson-Brenner, H. (2004). The Empirical Status of Empirically Supported Psychotherapies:</i></p>

	<p><i>Assumptions, Findings, and Reporting in Controlled Clinical Trials. Psychological Bulletin, 130, 631-663.</i>  <b>Pages 631-643.</b></p>
Feb 18	<b>Reading week!</b>
Feb 25	<p><b>VALIDITY OF RCT METHODOLOGY (Part 2) (Paper #3)</b></p> <p><u>Readings:</u></p> <p><i>Westen, D., Novotny, C. M., Thompson-Brenner, H. (2004). The Empirical Status of Empirically Supported Psychotherapies: Assumptions, Findings, and Reporting in Controlled Clinical Trials. Psychological Bulletin, 130, 631-663.</i>  <b>Pages 643-663.</b></p> <p><u>Optional – may be needed for paper:</u></p> <p><i>Ablon, J. S., &amp; Marci, C. (2004). Psychotherapy Process: The Missing Link: Comment on Westen, Novotny, and Thompson-Brenner (2004). Psychological Bulletin, 130, 664-668.</i></p> <p><i>Goldfried, M. R., &amp; Eubanks-Carter, C. (2004). On the Need for a New Psychotherapy Research Paradigm: Comment on Westen, Novotny, and Thompson-Brenner (2004). Psychological Bulletin, 130, 669-673.</i></p> <p><i>Haaga, D. A. F. (2004). A Healthy Dose of Criticism for Randomized Trials: Comment on Westen, Novotny, and Thompson-Brenner (2004). Psychological Bulletin, 130, 674-676.</i></p> <p><i>Westen, D., Novotny, C. M., &amp; Thompson-Brenner, H. (2004). The Next Generation of Psychotherapy Research: Reply to Ablon and Marci (2004), Goldfried and Eubanks-Carter (2004), and Haaga (2004). Psychological Bulletin, 130, 677-683</i></p> <p><i>Crits-Christoph, P., Wilson, G. T., &amp; Hollon, S. D. (2005). Empirically Supported Psychotherapies: Comment on Westen, Novotny, and Thompson-Brenner (2004). Psychological Bulletin, 131, 412-417.</i></p> <p><i>Weisz, J. R., Weersing, V. R., &amp; Henggeler, S. W. (2005). Jousting With Straw Men: Comment on Westen, Novotny, and Thompson-Brenner (2004). Psychological Bulletin, 131, 418-426.</i></p> <p><i>Westen, D., Novotny, C. M., &amp; Thompson-Brenner, H. (2005). EBP ≠ EST: Reply to Crits-Christoph et al. (2005) and Weisz et al. (2005). Psychological Bulletin, 131, 427-433</i></p>
March 4	<p><b>DIMENSIONAL MODELS OF PERSONALITY PSYCHOPATHOLOGY (Quiz &amp; Paper #4)</b></p> <p><u>Readings:</u></p> <p>Clark, L.A. (2007) Assessment and Diagnosis of Personality Disorder: Perennial Issues and an Emerging Reconceptualization. <i>Annual Review of Psychology, 58</i>, 227-257</p> <p><u>Optional – may be needed for paper:</u></p> <p>Widiger, T. A., &amp; Trull, T. J. (2007). Plate tectonics in the classification of personality disorder: Shifting to a dimensional model. <i>American Psychologist, 62</i>, 71-83.</p>
March 11	<p><b>BORDERLINE PERSONALITY DISORDER (Quiz)</b></p> <p><i>Special Lecturer: Professor Anthony Ruocco, Ph.D.</i></p> <p><u>Readings</u></p> <p>Mauchnik, J., &amp; Schmahl, C. (2010). The latest neuroimaging findings in borderline personality disorder. <i>Current Psychiatry Reports, 12</i>, 46 – 55.</p> <p>Siever, L. J., Torgersen, S., Gunderson, J. G., Livesley, W.J., &amp; Kendler, K. S. (2002). The borderline diagnosis III: identifying endophenotypes for genetic studies. <i>Biological Psychiatry, 51</i>, 964 – 968.</p> <p>Leichsenring, F., Leibling, E., Kruse, J., New, A. S., &amp; Leweke, F. (2011). Borderline personality disorder. <i>Lancet, 377</i>, 74-84.</p>
March 18	<b>CROSS-CULTURAL ISSUES IN PSYCHOPATHOLOGY (Quiz)</b>

	<p><i>Special Lecturer: Jessica Dere, Ph.D.</i></p> <p><u>Readings:</u></p> <p>Chentsova-Dutton, Y.E., Chu, J.P., Tsai, J.L., Rottenberg, J., Gross, J.J., Gotlib, I.H. (2007). Depression and Emotional Reactivity: Variation among Asian Americans of East Asian Descent and European Americans. <i>Journal of Abnormal Psychology</i>, 116, 776-785.</p> <p>Ryder, A. &amp; Chentsove-Dutton, Y.E. (2012). Depression in Cultural Context: “Chinese Somatization”, Revisited. <i>Psychiatric Clinics of North America</i>, 35, 15-36.</p>
March 25	<p><b>RESTRUCTURING DSM MOOD &amp; ANXIETY DISORDERS – Part I</b> (Quiz &amp; Paper #5)</p> <p><u>Readings:</u></p> <p>Clark, L. A. (2005). Temperament as a Unifying Basis for Personality and Psychopathology. <i>Journal of Abnormal Psychology</i>, 114, 505-521.</p> <p>Watson, D. (2005). Rethinking the Mood and Anxiety Disorders: A Quantitative Hierarchical Model for DSM-V. <i>Journal of Abnormal Psychology</i>, 114, 522-536.</p>
April 1	<p><b>RESTRUCTURING DSM MOOD &amp; ANXIETY DISORDERS – Part II</b></p> <p><u>Readings:</u></p> <p>Clark, L. A. (2005). Temperament as a Unifying Basis for Personality and Psychopathology. <i>Journal of Abnormal Psychology</i>, 114, 505-521.</p> <p>Watson, D. (2005). Rethinking the Mood and Anxiety Disorders: A Quantitative Hierarchical Model for DSM-V. <i>Journal of Abnormal Psychology</i>, 114, 522-536.</p>
April 8	<p><b>DEVELOPMENTAL CONSIDERATIONS OF PERSONALITY PATHOLOGY</b> (Quiz)</p> <p><i>Special Lecturer: Shauna Kushner, M.A.</i></p> <p><u>Readings:</u></p> <p>Tackett, J. L., Balsis, S., Oltmanns, T. F., &amp; Krueger, R. F. (2009). A unifying perspective on personality pathology across the life span: Developmental considerations for the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders. <i>Development and Psychopathology</i>, 21, 687-713.</p>

## Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto’s *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else’s ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.

- Obtaining or providing unauthorized assistance on any assignment including
  - working in groups on assignments that are supposed to be individual work,
  - having someone rewrite or add material to your work while “editing”.
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else’s answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor’s notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment. If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](http://www.utoronto.ca/writing) or U of T writing centre (<http://ctl.utsc.utoronto.ca/twc/>). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

More information on Academic Integrity is available at:

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## Academic Integrity Checklist

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Course Instructor: R. Michael Bagby

I, \_\_\_\_\_, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_