

PSYD33H3-W-LEC01 – CURRENT TOPICS IN ABNORMAL PSYCHOLOGY: Winter 2016

Lecture Time and Location: Monday, 11:00 a.m. - 1:00 p.m., AA209

Instructor: R. Michael Bagby, Ph.D., ABAP, C. Psych

Office Hours and Location: Monday, 2:00 - 3:00 p.m., SY122; by appointment

Telephone and E-mail: 416-208-5160, rmichael.bagby@utoronto.ca

Course Description and Learning Objectives

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. The goal is to advance and deepen the knowledge base of the students in the area of abnormal psychology. 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.

Grading and Course Requirements

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| | Total = 100% |
| • Five Position Papers - 18% each | 5x18% = 90% |
| • Attendance in classes and completion of 11 quizzes – 1% each (best 10) | 10x1% = 10% |

Description of Position Papers

- | | <u>Due Date</u> |
|---|------------------------|
| 1. Do analogue samples in depression research advance meaningfully our knowledge of depression and its treatment? | Jan. 18 th |
| 2. Are placebo trials in depression treatment studies ethical? | Feb. 22 nd |
| 3. Should Watson's quantitative model of the mood and anxiety disorders replace the current system in DSM-5? | Mar. 7 th |
| 4. Are RCT designs in psychotherapy research essential and exclusively necessary to advance ESTs? | Mar. 21 st |
| 5. Should the Five Factor Model of Personality replace the current personality disorder system in DSM-5? | Apr. 4 th |

Position Papers

1. Essay length is restricted to a maximum of 8 pages, double spaced, double-sided, excluding title page and reference list – all in APA 6th ed. (<http://ctl.utsc.utoronto.ca/twc/apa>)
2. 12 point size font, Times New Roman, 1" margins all around. The paper must be paginated.
3. The title page must include the number of the paper and the title of the paper, i.e. "Paper #1: Do Analogue Samples in Depression Research Advance Meaningfully Our Knowledge of Depression and Its Treatment?"
4. Any deviation from this formatting will result in a one-point deduction for each format deviation.
 - Must complete and attach at the end of the essay the "Academic Integrity Checklist"
 - Papers must be handed in at the beginning of class the day they are due.
 - Lateness policy: Position Papers handed in later than the beginning of class on the date they are due will be deducted a full letter grade (10%) and an additional grade (10%) each day late thereafter.
 - Exceptions to Lateness policy: There may be instances when there are exceptional circumstances where a paper is turned in late. In such cases, students must submit a request via email to Dr. Bagby (and cc: The Bagby Lab Manager's email: bagbylab@gmail.com) and receive permission from him via email. If students do not follow this procedure the lateness penalty will apply. In the instance where a student is ill, the student must complete both of the following steps:
 1. E-mail Dr. Bagby and cc: The Bagby Lab Manager's email: bagbylab@gmail.com with a notice prior to the essay deadline.
 2. Present legitimate medical documentation (University of Toronto Student Medical Certificate completed by your doctor) to Dr. Bagby **within one week of the missed deadline.** (See also Late Coursework section, page 3).

Plagiarism

Please review this website which describes tips on how not to plagiarize:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. You will submit your final written report to the turnitin.com site. Turnitin.com is a tool that assists in detecting textual similarities between compared works (i.e., it is an electronic resource that assists in the detection and deterrence of plagiarism).

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays 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.

Accessibility:

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 Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

Video and Auditory Recording

For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

Academic Integrity:

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* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. 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/>).

Policies for this Course Regarding Grading, Late Assignments and Missed Group Presentations:

Grading: Any concern about grading on any course evaluation should be made in writing to Dr. Bagby within one week of receiving the graded material and should detail the point of contention. Please note that a re-grading may possibly result in a lower grade.

Late Coursework: If you do not have legitimate documentation for a late assignment, 10% of the total value of the assignment will be deducted for each late day. For example, if you do not hand your paper in at the beginning of class – you lose 10% of the final grade assigned, and 10% each 24 hour period thereafter. If you provide legitimate documentation for your late assignment (for example, University of Toronto’s *Verification of Student Illness or Injury* form completed by your doctor), you must contact Dr. Bagby within one week of the missed assignment deadline (or as soon as is reasonably possible) to discuss a new deadline for your late assignment(s). Please take note of the last day for submission of term assignments in this course. If you wish to submit work to be graded beyond the last day for submission of term assignments, you must contact the Registrar’s office to submit a petition (this is beyond the instructor’s control).

The University of Toronto’s *Verification of Student Illness or Injury* form is located at the following web address:
http://www.utoronto.ca/~registrar/resources/pdf_general/UTSCmedicalcertificate.pdf

Grade Scales and Meaning of Grades

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

SCHEDULE

Date	Topic
Jan. 4	INTRODUCTION AND OVERVIEW
Jan. 11	<p style="text-align: center;">USING ANALOGUE SAMPLES IN DEPRESSION RESEARCH (Quiz 1; Paper 1 topic)</p> <p><u>Readings:</u> 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., & Krames, L. (1993). Analogue versus clinical depression: A critical reappraisal. <i>Psychological Bulletin</i>, 113, 327-334.</p> <p><u>Optional readings:</u> Cox, B.J., Enns, M.Q., Borger, S.C., & 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., & Krames, L. (1997). The continuity of depression in clinical and non-clinical samples. <i>Psychological Bulletin</i>, 121, 395-416.</p>
Jan. 18	<p style="text-align: center;">USE OF PLACEBO IN PSYCHIATRIC RESEARCH (Quiz 2; Paper 2 topic; Paper 1 due)</p> <p><u>Readings:</u> Cadesky, E. (2001). Are placebo-controlled studies ethical in psychiatric research? <i>McGill Journal of Medicine</i>, 6, 56-60.</p> <p>Elliott, C., & Weijer, C. (1995). 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., & 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>
Jan. 25	<p style="text-align: center;">CONCEPTUAL & PRACTICAL ISSUES IN THE ASSESSMENT OF PSYCHOPATHOLOGY (Quiz 3)</p> <p><u>Readings:</u> 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</i>, (Vol. 10, pp. 553-577). Hoboken, NJ: John Wiley & Sons.</p>
Feb. 1	<p style="text-align: center;">RESTRUCTURING DSM MOOD & ANXIETY DISORDERS - Part 1 (Quiz 4)</p> <p><u>Readings:</u> Clark, L.A. (2005). Temperament as a unifying basis for personality and psychopathology. <i>Journal of Abnormal Psychology</i>, 114, 505-521.</p>

Feb. 8	<p style="text-align: center;">RESTRUCTURING DSM MOOD & ANXIETY DISORDERS - Part 2 (Quiz 5; Paper 3 topic)</p> <p><u>Readings:</u> Watson, D. (2005). Rethinking the mood and anxiety disorders: A quantitative hierarchical model for DSM-V. <i>Journal of Abnormal Psychology, 114</i>, 522-536.</p>
Feb. 15	FAMILY DAY & READING WEEK!
Feb. 22	<p style="text-align: center;">BIPOLAR DISORDERS IN RELATION TO THE QUANTITATIVE CLASSIFICATION OF PSYCHOPATHOLOGY (Quiz 6; Paper 2 due) <i>Special Lecturer: Carolyn Watters, M.Sc.</i></p> <p><u>Readings:</u> Goldberg, D.P., Andrews, G. & Hobbs, M.J. (2009). Where should bipolar disorder appear in the meta-structure? <i>Psychological Medicine, 39</i>, 2071–2081.</p> <p>Kotov, R., Ruggero, C.J., Krueger, R.F., Watson, D., Yuan, Q., Zimmerman, M. (2011). New dimensions in the quantitative classification of mental illness. <i>Arch Gen Psychiatry, 63</i>, 1003-1011.</p>
Feb. 29	<p style="text-align: center;">VALIDITY OF RCT METHODOLOGY - Part 1 (Quiz 7; Paper 4 topic)</p> <p><u>Readings:</u> Westen, D., Novotny, C.M., Thompson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. <i>Psychological Bulletin, 130</i>, 631-663. Pages 631-643.</p>
Mar. 7	<p style="text-align: center;">VALIDITY OF RCT METHODOLOGY - Part 2 (Quiz 8; Paper 4 topic; Paper 3 due)</p> <p><u>Readings:</u> Westen, D., Novotny, C. M., Thompson-Brenner, H. (2004). The Empirical Status of Empirically Supported Psychotherapies: Assumptions, Findings, and Reporting in Controlled Clinical Trials. <i>Psychological Bulletin, 130</i>, 631-663. Pages 643-663.</p> <p><u>Optional – may be needed for paper:</u> Ablon, J.S., & Marci, C. (2004). Psychotherapy process: The missing link: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin, 130</i>, 664-668.</p> <p>Goldfried, M.R., & Eubanks-Carter, C. (2004). On the need for a new psychotherapy research paradigm: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin, 130</i>, 669-673.</p> <p>Haaga, D.A.F. (2004). A healthy dose of criticism for randomized trials: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin, 130</i>, 674-676.</p> <p>Westen, D., Novotny, C.M., & Thompson-Brenner, H. (2004). The next generation of psychotherapy research: Reply to Ablon and Marci (2004), Goldfried and Eubanks-Carter (2004), and Haaga (2004). <i>Psychological Bulletin, 130</i>, 677-683.</p>

	<p>Crits-Christoph, P., Wilson, G.T., & Hollon, S.D. (2005). Empirically supported psychotherapies: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin</i>, 131, 412-417.</p> <p>Weisz, J.R., Weersing, V.R., & Henggeler, S.W. (2005). Jousting with straw men: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin</i>, 131, 418-426.</p> <p>Westen, D., Novotny, C.M., & Thompson-Brenner, H. (2005). EBP ≠ EST: Reply to Crits-Christoph et al. (2005) and Weisz et al. (2005). <i>Psychological Bulletin</i>, 131, 427-433.</p>
Mar. 14	<p align="center">DIMENSIONAL MODELS OF PERSONALITY PSYCHOPATHOLOGY (Quiz 9; Paper 5 topic)</p> <p><u>Readings:</u> Clark, L.A. (2007). Assessment and diagnosis of personality disorder: Perennial issues and an emerging reconceptualization. <i>Annual Review of Psychology</i>, 58, 227-257.</p> <p><u>Optional – may be needed for paper:</u> Widiger, T.A., & Trull, T.J. (2007). Plate tectonics in the classification of personality disorder: Shifting to a dimensional model. <i>American Psychologist</i>, 62, 71-83.</p>
Mar. 21	<p align="center">GENDER IDENTITY DISORDERS AND GENDER REASSIGNMENT (Quiz 10; Paper 4 due)</p> <p><u>Readings:</u> Zucker, K.J. (2006). Gender identity disorder. In D.A. Wolfe & E.J. Mash (Eds.), <i>Behavioral and emotional disorders in adolescents: Nature, assessment, and treatment</i> (pp.535-562). New York, NY: Guilford Press.</p> <p>Zucker, K.J., Bradley, S.J., Owen-Anderson, A., Singh, D., Blanchard, R., & Bain, J. (2011). Puberty-blocking hormonal therapy for adolescents with gender identity disorder: A descriptive clinical study. <i>Journal of Gay & Lesbian Mental Health</i>, 15(1), 58-82.</p>
Mar. 28	<p align="center">PERSONALITY & PSYCHOTHERAPY (Quiz 11) <i>Special Lecturer: Tara Gralnick, M.A.</i></p> <p><u>Readings:</u> Harkness, A.R., & Lilienfeld, S.O. (1997). Individual differences science for treatment planning: Personality traits. <i>Psychological Assessment</i>, 9(4), 349-360.</p>
Apr. 4	<p align="center">NO CLASS – ONLINE SUBMISSION (Paper 5 due)</p> <p><u>Submission of Position Paper #5:</u> Email paper to bagbylab@gmail.com before 5:00 p.m. on Monday, April 4th, 2016.</p>

Academic Integrity Checklist

PSYD33H3-W-LECO1 – Current Topics in Abnormal Psychology: Winter 2016

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: _____