

# Introduction to Clinical Psychology

PSY B32

Thursdays 5:00pm to 8:00pm

AC223

Professor Konstantine K. Zakzanis

Teaching Assistants:

Kyrsten Grimes: [kyrsten.grimes@mail.utoronto.ca](mailto:kyrsten.grimes@mail.utoronto.ca) (primary contact)

Sonya Dhillon: [sonya.dhillon@mail.utoronto.ca](mailto:sonya.dhillon@mail.utoronto.ca)

# Course Overview

Throughout history, whether a person's behavior is labeled abnormal often has depended on the cultural norms for appropriate behavior and the gender and ethnicity of the person. 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. Many biological and psychological tests are used to assess people's functioning and well-being. The information gathered in these tests is compared to criteria for diagnosing psychological disorders provided in guidebooks such as the DSM. Several modern biological and psychological theories provide different ways of understanding and treating people with psychological disorders. Most disorders appear to be influenced both by biological and psychosocial factors, and theories integrating these factors have proven most useful in understanding and treating abnormality.

The disorders that we will look at in detail involve maladaptive and distressing emotions, thoughts, cognitive deficits and behaviors that are often chronic and pervade every aspect of people's lives. For example, people with anxiety disorders and mood disorders frequently experience extreme emotional distress that severely interferes with their ability to function in life. Biology, stressful experiences, and maladaptive ways of thinking all appear to contribute to the anxiety and mood disorders. Fortunately, there are several effective biological and psychosocial treatments for these disorders. In addition, psychosis is a loss of touch with reality, and is the hallmark of the disorder called schizophrenia. Schizophrenia probably has strong biological roots, but can be influenced by environmental stress. Moreover, people with personality disorders maintain a consistent personality style, but it is a highly maladaptive style for them and for people around them. Substance use disorders similarly involve specific maladaptive behaviors and can have negative effects in many domains of life. Finally, cognitive disorders that are progressive in nature (e.g., Alzheimer's disease, frontotemporal dementia, progressive aphasia, Parkinson's disease, Huntington's disease, progressive supranuclear palsy, and multiple sclerosis) can have crippling effects and are becoming ever more prevalent given the burgeoning elderly population.

After reviewing the aforementioned disorders and understanding the nature of methodology, assessment, diagnosis, and treatment, it is hoped that this course will better able the student to answer the question "what is abnormality?"

## Important Notes:

- **Please note that completing this course does NOT make you qualified to call yourself a psychologist, conduct therapy/assessments, or provide clinical diagnoses. This is an introduction to the field of clinical psychology.**
- There will be a handful of persons invited to give brief talks/demonstrations of their work as it relates to course content. To this end, prior to each visit, I will announce the content of the talk/demonstration. These health care professionals and former students will join us to share their experience and understanding of specific course content. There may be some content that some individuals might find offensive—

such is the case when our topic is abnormal psychology. Again, these talks/demonstrations are meant to help you answer the question “what is abnormality?”

- Every enrolled student must ensure that they have access to the course website via the UTSC Blackboard Portal. All course related content will be posted here (e.g., lecture slides, supplementary readings, important announcements, and so on). The only format that will be used for all posted documents is Adobe PDF. Free reading software is available at [www.adobe.com](http://www.adobe.com).
- Every effort will be made to post the lecture slides the evening prior to each class (or earlier).
- 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 presented in the lecture that day. I will do what I can to cover the missed material the following week as time permits.
- Policies for this course regarding grading, missed term work, and late assignments (also see page 12 of the syllabus): **Late paper submissions will result in a deduction of 10% per day to a maximum of 3 days.**
- 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](mailto:ability@utsc.utoronto.ca).
- 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 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.

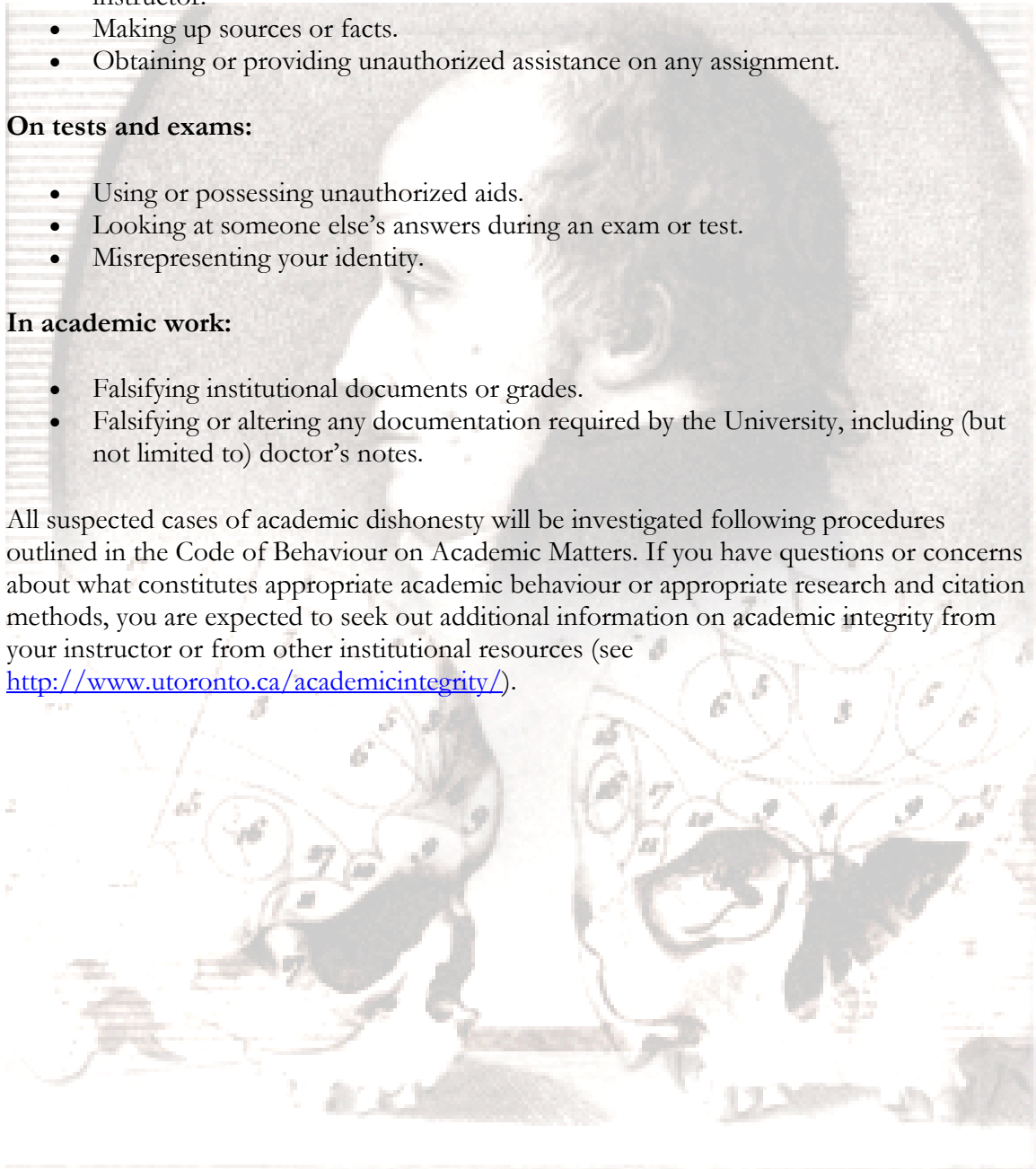
### **On tests and exams:**

- 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/>).



## Textbook:

### **Abnormal Psychology (Sixth Canadian Edition)**

By: Davidson, Blankstein, Flett & Neal

- *The study guide is highly recommended*
- *The DSM-5 Guide for Students is recommended for the writing assignments*
- *Note: this is a new edition. Although some of the content between the new and old editions may be similar, we will NOT be providing any support for the old text. We simply do not have the resources to document the similarities/differences between the two.*

## Recommended Reading:

### **Leap – Into the mind of a suicide**

By: Nancy Xia

[https://www.amazon.com/Leap-Into-Suicide-Nancy-Xia/dp/1683484770/ref=sr\\_1\\_1?ie=UTF8&qid=1471550221&sr=8-1&keywords=nancy+xia](https://www.amazon.com/Leap-Into-Suicide-Nancy-Xia/dp/1683484770/ref=sr_1_1?ie=UTF8&qid=1471550221&sr=8-1&keywords=nancy+xia)

## Grading Scheme:

### **(1) First Examination worth 30% of your final grade**

- *Your 1<sup>st</sup> examination will consist of 60 multiple-choice questions.*

### **(2) Second Examination worth 30% of your final grade**

- *Your 2<sup>nd</sup> examination will consist of 60 multiple-choice questions.*

### **(3) Final Examination worth 20% of your final grade**

- *Your final examination will consist of 60 multiple-choice questions.*

### **(4) Two Reports (10% and 10% = 20% of your final grade)**

For each assignment, you will be asked to view a movie and comment on the case (i.e., the main character) in terms of your diagnostic impressions. You will be expected to write a report outlining a clinical diagnosis, why you have made it, and treatment recommendations. For example, you should speak to what symptoms were evident and how they fit into the clinical diagnosis you come up with and moreover, what other clinical diagnoses you ruled out and why (i.e., state your differential diagnosis if there is one to make, select your clinical



diagnosis, and state why). Diagnoses could include any mental illnesses you learned about in this class prior to the assignment deadline.

In this report, students will be expected to include the following:

- Background history (including family/social, education, work, medical, and psychiatric history where available)
- Clinical presentation
- Formulation (including diagnostics conclusions)
- Summary and treatment recommendations

More information regarding the specific details of each assignment (e.g., which movie you will be watching) will be posted on Black Board. The maximum length of this assignment is FOUR pages, double spaced, using 12-point font - anything longer and you will be given a grade of 0% on this assignment. All submissions will go through blackboard. **Late submissions will result in a deduction of 10% per day to a maximum of 3 days.**

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.

If you do not wish to submit your assignment through Turnitin.com, please contact your TA at the beginning of the term so that alternative arrangements can be made.

**Report #1 will be worth 10% of your final grade in the course and is due on July 5, 2018 @ 11:55 pm on blackboard.**

\*\*\* You are expected to use the feedback you receive from your Teaching Assistants on the first report to improve your performance on the second report. \*\*\*

**Report #2 will be worth 10% of your final grade in the course and is due on August 7, 2018 @ 11:55 pm on blackboard.**

#### **Academic Dishonesty (AGAIN):**

You may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*. It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre. If you decide to use these services in spite of this caution,

you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

## Important Dates: 2018 Summer Session

Please visit:

<https://utsc.utoronto.ca/registrar/sites/utsc.utoronto.ca/registrar/files/resource-files/Summer%202018%20Academic%20Dates%20.pdf>



# Lecture Dates, Readings & Assignments:

**May 10:**

Welcome; Course Description and Requirements & Questions Answered

**Readings:** Chapter 1: Introduction, Definitional and Historical Considerations

Guest: Dr. Donald A. Young

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**May 17:**

**Readings:** Chapter 2: Current Paradigms and the Integrative Approaches

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**May 24:**

**Readings:** Chapter 3: Clinical Assessment, Classification and Diagnosis

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**May 31:**

**Readings:** Chapter 4: Research Methods in the Study of Abnormal Behaviour

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**June 7:**

**First Examination worth 30 % of your final grade**

The exam will consist of 60 multiple choice questions from chapters 1-4. Details regarding the time, location and room assignments will be posted on Blackboard one week prior.

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**June 14:**

*Readings:*

Chapter 5: Anxiety Disorders

Chapter 7: Somatic Symptom Disorders and Dissociative Disorders

Guest: Christopher Rodriguez, Gestalt Institute

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**June 21:**

Reading Week (no class)

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**June 28:**

*Readings:* Chapter 8: Mood Disorders and Suicide

Guest: Nancy

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**July 5:**

**Readings:** Chapter 10: Eating Disorders

Guest: Candice

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**July 12:**

**Second Examination worth 30% of your final grade**

The exam will consist of 60 multiple choice questions from chapters 5, 7, 8, 10. Details regarding the time, location and room assignments will be posted on Blackboard one week prior.

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**July 19:**

**Readings:** Chapter 11: Schizophrenia

Guest: Neil

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**July 26:**

**Readings:** Chapter 13: Personality Disorders

Guest: Ms. Kyrsten Grimes, M.A.

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**August 2:**

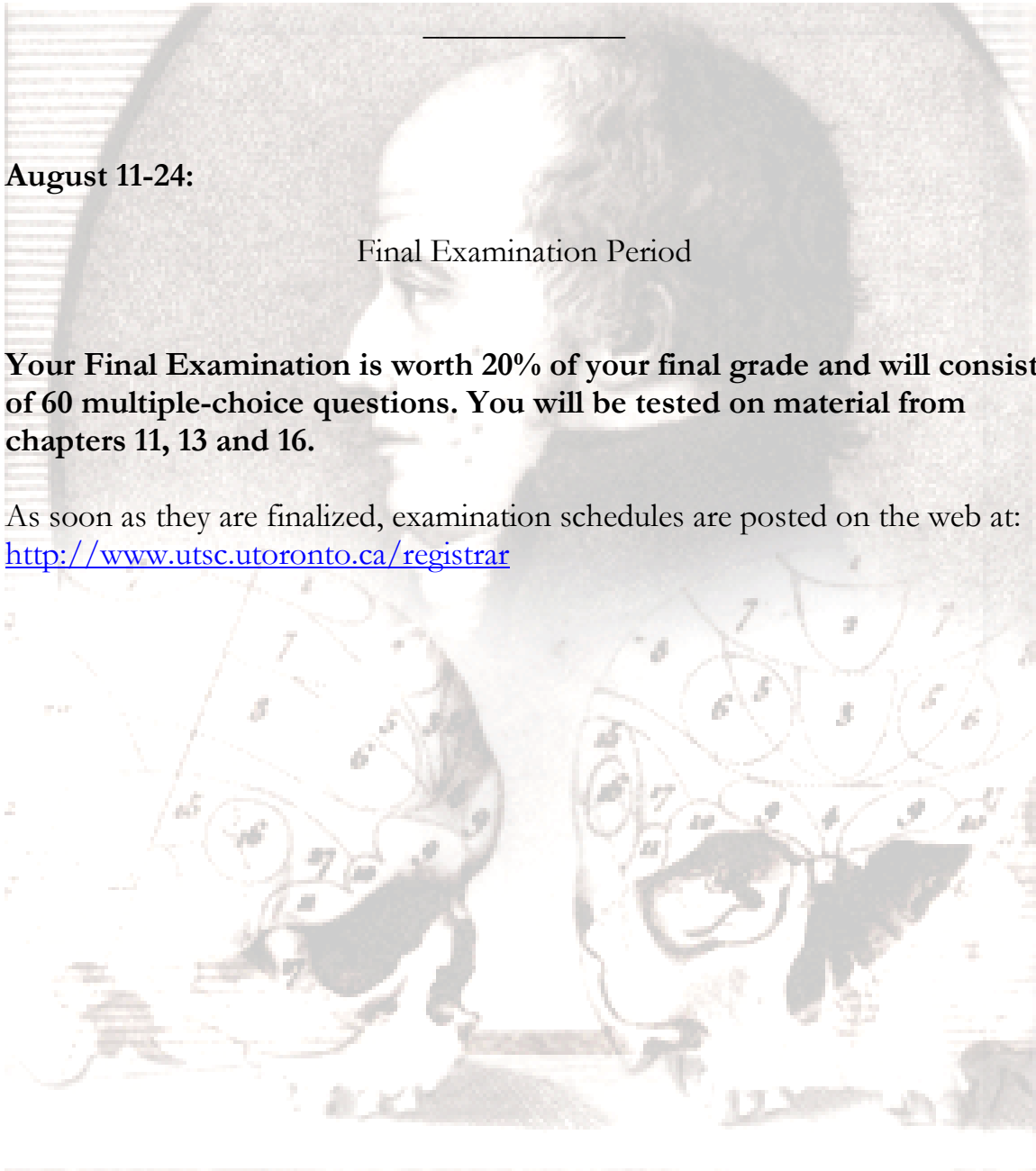
**Readings:** Chapter 16: Aging and Psychological Disorders

**August 11-24:**

Final Examination Period

**Your Final Examination is worth 20% of your final grade and will consist of 60 multiple-choice questions. You will be tested on material from chapters 11, 13 and 16.**

As soon as they are finalized, examination schedules are posted on the web at:  
<http://www.utsc.utoronto.ca/registrar>



## *Missed Term Work due to Medical Illness or Emergency:*

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1.) A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
- (2.) Appropriate documentation to verify your illness or emergency, as described below.

### Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

- Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

For missed **ASSIGNMENTS** due to ILLNESS:

- Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), **and** (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

### Procedure:

Submit your (1.) [request form](#) and (2.) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

**Submit to:** Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email ([psychology-undergraduate@utsc.utoronto.ca](mailto:psychology-undergraduate@utsc.utoronto.ca)) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard/Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utsc.utoronto.ca/registrar/missing-examination>).

## *Frequently Asked Questions:*

**Q:** *I missed the midterm, can I write the makeup?*

**A:** Only those with a [Request for Missed Term Work form](#) stamped by the department and a [UTSC Verification of Illness Form](#) signed by a licensed physician explaining why you were absent for the midterm ON THE DAY OF THE EXAM will be permitted to write the makeup examination. Carefully read the information located under *“Missed Term Work due to Medical Illness or Emergency”* on the previous page.

**Q:** *I will be outside of the country during the test, can I write the makeup?*

**A:** No. As a responsible student, you are expected to plan excursions accordingly. As soon as the registrar sends us a copy of the midterm/final examination schedule, we will post an announcement.

**Q:** *I don't have all of the pre-requisites for this course, can I still be enrolled?*

**A:** No. Pre-requisites are in place for a reason; many of the concepts build upon the content learned from prior courses. Allowing an exception would be unfair to the other students who took the pre-requisites.

**Q:** *I am not happy with my mark; is there anything I can do to improve it – like an extracurricular assignment?*

**A:** The best way to improve a mark is to study, study, study. The more you review the material, the more you will be able to ‘speak the language’ of abnormal psychology. Ask us questions – we’re here for you. Sorry, no extracurricular assignments.

**Q:** *I missed the makeup; can I write another exam or can I have my marks reweighed?*

**A:** If you have another valid medical reason for missing the makeup, please follow the instructions outlined on the previous page for missed term work.

**Q:** *I am on academic probation and I need a bump up my final mark; otherwise, I will be kicked out of school! Can you please bump my mark?*

**A:** This situation is unfortunate and as much as we would like to help, it would be unethical and unfair to the rest of the students to bump a mark for an individual.

**Q:** *Is the study guide required? What does it contain?*

**A:** The study guide is optional. It contains review and practice questions designed to complement the material from the text.

