



Department of Psychology

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Current Topics in Clinical Psychology



Instructor

Zachariah Campbell

Course Code

PSYD33H3

Section

W2019 LEC 01

Lecture Details

Tuesdays 9-11 AM (HL 010)

Office Hours

Tuesdays 11-12 PM (SY 142)

Contact

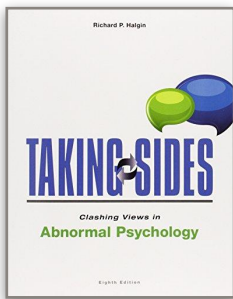
zac.campbell@utoronto.ca (through Quercus)

COURSE DESCRIPTION

This course employs a seminar-based curriculum that will survey a variety of issues and topics that are relevant to abnormal and clinical psychology. Evaluative components are utilized to ultimately improve critical thinking, collaborative labour, meta-analytical expertise, writing skill and oral communication.

Performance in this course will be based on formal group presentations, content quizzes, meta-analytic review papers as well as both regular attendance and participation in class debates. Overall, this seminar course is structured to mirror the type of learning experience you would gain at the post-graduate level (i.e., ecological validity).

REQUIRED MATERIALS



Halgin, R. (2016). *Taking Sides – Clashing Views in Abnormal Psychology* (8th ed.). Toronto: McGraw-Hill.

This textbook is available in the UTSC bookstore. Used copies may be available.

COURSE MATERIALS

All course materials, component grades, and class schedule will be made available exclusively on **Quercus**.

CONTACT / OFFICE HOURS

All course related inquiries are to be directed to the instructor through Quercus or by email (zac.campbell@utoronto.ca) with the following subject line: **PSYD33H3 - W2019 - LEC01 - Inquiry: “Topic of your inquiry”**

Office hours will be normally held after class from 11 AM to 12 PM between HL010 and SY142.

IMPORTANT NOTES

Prerequisites & Exclusions

Prerequisite: [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB32H3 and [0.5 credit at the C-level in PSY courses]. Exclusion: PSY440H

Recommended Preparation: PSYB01H3 or PSYB04H3

AccessAbility Resources

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. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

SESSIONAL DATES

Dates

January 7

January 20

February 18

February 16-22

March 24

April 5

April 6-9

April 10-27

Detail

Winter Session classes begin

Last day to add S courses

Family Day holiday (University closed)

Reading Week (No classes held)

Last day to drop S courses without academic penalty

Last day of classes and last day for submission of term assignments in S and Y courses

Last day to add or remove CR/NCR for S courses

Last day to drop S & Y courses with a LWD transcript indication

Study break

Final examination period

MISSED TERM WORK DUE TO A MEDICAL ILLNESS OR OTHER EMERGENCY

All students citing a documented reason for missed term work must submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Students must submit **BOTH** of 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 the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with an **original** copy of the official UTSC Verification of Illness Form (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 the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with a **hardcopy** of the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

For missed term tests or assignments in **OTHER CIRCUMSTANCES**:

- In the case of a **death of a family member or friend**, please provide a copy of the death certificate.
- In the case of a **disability-related concern**, if your desired accommodation is within the scope of your Accommodation Letter, please attach a copy of your letter. If your desired accommodation is outside the scope of your Accommodation Letter (ex. If your letter says "extensions of up to 7 days" but you need more time than that) you will need to meet with your consultant at AccessAbility Services and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely Hicks (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email (keely.hicks@utoronto.ca) **well in advance** of the missed work.

MISSED TERM WORK DUE TO A MEDICAL ILLNESS OR OTHER EMERGENCY (continued)

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

Submit to: Keely Hicks, Room SW420B, Monday - Friday, 9 AM - 4 PM

Exceptions to the documentation deadline will only be made under exceptional circumstances. If you are unable to meet this deadline, you must email Keely Hicks (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Attach scans of your documentation.

Within approximately one week, you will receive an email response from your instructor detailing the accommodations to be made (if any). **You are responsible for checking your official U of T email and 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.

Instructors cannot accept term work after April 12, 2019. Beyond this date, you would need to file a petition with the Registrar's Office to have your term work accepted (<https://www.utsc.utoronto.ca/registrar/term-work>).

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>).

STATEMENT ON 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/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) 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; and
- When you knew or ought to have known you were doing it.

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; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note: 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.

EVALUATIVE COMPONENTS

Attendance & Participation (10%)

Attendance will be taken at the beginning of each class and marks will be awarded for regular attendance. Further, participation will be encouraged with peer review feedback forms completed during each group presentation.

Quizzes (25%)

There will be six sets of non-cumulative quizzes that will be administered in-class prior to each presentation. These quizzes will serve as a reinforcer to conduct the necessary background readings to benefit from and participate in each presentation/debate session. Information regarding the schedule and content of these quizzes will be posted once the presentation schedule has been formalized in class. Further, a sample (non-graded) quiz will be administered during Week 5.

Presentation (30%)

In teams, students will be required to present evidence for one side of an issue based on topics available in the course textbook (as well as suitable alternatives). The presentations should be 20 minutes in duration and will be followed by a period of class debate.

The evaluation of each presentation will be based on several factors. Performance 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, chosen debate questions, each group's demonstrated knowledge of their chosen chapter topic area and ability to initiate and moderate an engaging class discussion. That is, the audience will be divided equally into two groups which will debate their assigned perspective. 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 required to deliver each presentation will be provided by the instructor. Students are expected to prepare their presentation in Microsoft PowerPoint format as this is the software that is available with the provided equipment in the seminar room. **Important:** The final version of the Presentation Slides (and multiple-choice questions) must be submitted electronically to the instructor through Quercus by 8 PM on the evening prior to the scheduled presentation.

GRADING SCHEME (continued)

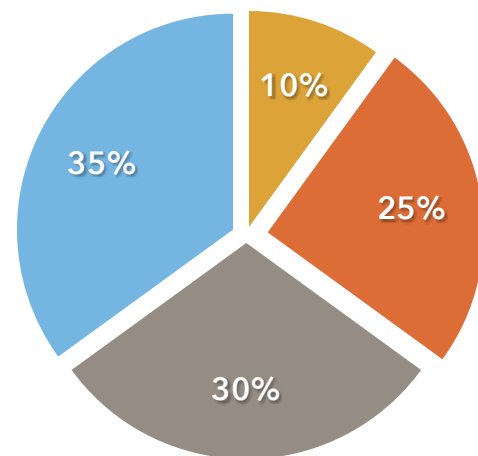
Term Paper (35%)

Students are required to complete a comprehensive meta-analytical review paper that is based on a topic of their choice that is also pre-approved by the instructor. This topic should be suitable for a length of review paper that is fifteen to twenty pages content pages (i.e., excluding title page, abstract, tables, figures or references, etc).

Grading will be based on style, clarity and scholarship (third-person style). APA style is required and is a component of the grade allocated to this assignment. Please also note that this assignment is due on the last day to submit term assignment in fall courses (Friday, April 5). Papers are to be prepared in Microsoft Word format (i.e., .doc) and submitted electronically through Quercus which will employ Turnitin analysis. For every day that a paper is late, 10% will be taken off the total possible grade that could be allocated to the assignment. No papers will be accepted after April 12th.

Students will be required to submit their review papers 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 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.*

- Attendance/Participation
- In-Class Quizzes
- Presentation
- Term Paper



**This includes comparisons to papers completed by other members of this course as well as students who have previously completed assignment in this course.*

PRESENTATION/DEBATE TOPICS

Unit 1 – Psychological Conditions and Treatments

Issue 1.1 Should Hypersexuality Disorder Be a Diagnosable Mental Disorder?

Issue 1.2 Is Attention-Deficit/Hyperactivity Disorder (ADHD) a Real Disorder?

Issue 1.3 Is Gender Identity Disorder a Mental Illness?

Issue 1.4 Is Posttraumatic Stress Disorder (PTSD) Overdiagnosed and Overtreated?

Issue 1.5 Can Positive Psychology Make Us Happier?

Unit 2 – The Trend Toward Biological Interventions

Issue 2.1 Do We Still Need Psychiatrists?

Issue 2.2 Should “Smart Drugs” Be Used to Enhance Cognitive Functioning?

Issue 2.3 Should Memory-Dampening Drugs Be Used to Prevent and Treat Trauma in Combat Soldiers?

Issue 2.4 Is Addiction a Brain Disease?

Issue 2.5 Should Medical Marijuana Be Prescribed for the Treatment of Emotional Disorders?

Unit 3 – Social, Ethical, and Legal Issues

Issue 3.1 Does Research Confirm That Violent Video Games Are Harmful to Minors?

~~Issue 3.2 Must Mentally Ill Murderers Have a Rational Understanding of Why They Are Being Sentenced to Death?~~

Issue 3.3 Does Research Confirm That Abortion Is a Psychologically Benign Experience?

Issue 3.4 Is the Use of Aversive Treatment an Inhumane Intervention for Psychologically Disordered Individuals?

Issue 3.5 Should Gay Conversion Therapy Be Prohibited by Law?

Issue 3.6 Is Forced Treatment of Seriously Mentally Ill Individuals Justifiable?

Issue 3.7 Is Pornography Harmful?

~~Issue 3.8 Should the United States Be More Restrictive of Gun Ownership?~~

Issue 3.9 Should "Recreational" Drugs Be Legalized?

~~Issue 3.10 Are Energy Drinks with Alcohol Dangerous Enough to Ban?~~

PRESENTATION/DEBATE TOPICS

Alternatives

Issue A1	Should Individuals with Anorexia Nervosa Have the Right to Refuse Life-Sustaining Treatment?
Issue A2	Should MDMA (Ecstasy) Be Prohibited, Even for Therapeutic Use?
Issue A3	Should Psychologists Prescribe Medication?
Issue A4	Is It Ethical to Support the Wish for Healthy Limb Amputation in People with Body Integrity Identity Disorder (BIID)?
Issue A5	Would Legalization of Virtual Child Pornography Reduce Sexual Exploitation of Children?

TERM SCHEDULE

Week 1 – January 8

- ▶ Welcome and general introduction to the description and requirement of course components.
- ▶ Room preparation and peer introductions.

Week 2 – January 15

- ▶ Group formation
- ▶ Presentation/debate topic selection
- ▶ Further review of course objectives and expectations

Week 3 – January 22

- ▶ Clinical Psychology
 - ▶ Classification Systems: DSM, ICD
 - ▶ Psychological evaluation:
 - ▶ Assessors
 - ▶ Clinical interview
 - ▶ Psychometric testing
 - ▶ Diagnostic formulation.
 - ▶ Psychological/Psychiatric treatment options
- ▶ Advanced Psychometric Testing
 - ▶ Personality Assessment Inventory: Interpretation and discussion
 - ▶ Coverage of selected other inventories: BAI, BDI-II, BSS, P3, TSI
- ▶ Meta-Analytical Research
 - ▶ Overview
 - ▶ Statistical methodology
 - ▶ Research acquisition (filtering, organizing and data extraction)
 - ▶ Style, structure & mechanics
- ▶ Discuss Assignment
 - ▶ Meta-Analytical Proposal
 - ▶ Annotated bibliography
 - ▶ Sample effect size statistics (individual and aggregated)
 - ▶ APA style
 - ▶ Templates

Term Paper Proposal Due - Sunday January 27th (midnight)

TERM SCHEDULE (continued)

Week 4 – January 29

- ▶ Meta-Analytical Research (continued)
- ▶ Proposal feedback
 - ▶ Brief individualized sessions

Week 5 – February 5

- ▶ Instructor Sample
 - ▶ Quiz, Presentation & Debate on Topic: TBA
 - ▶ Transparent grading/rubric activity
 - ▶ Group 1 Presentation Prep Meeting/Checklist

Week 6 – February 12

- ▶ Group 1
 - ▶ Members
- ▶ Topic: TBA
 - ▶ Quiz
 - ▶ Presentation
 - ▶ Debate
- ▶ Group 2 Presentation Prep Meeting/Checklist

Family Day & Reading Week (February 18-22)

Week 7 – February 26

- ▶ Group 2
 - ▶ Members
- ▶ Topic: TBA
 - ▶ Quiz
 - ▶ Presentation
 - ▶ Debate
- ▶ Group 3 Presentation Prep Meeting/Checklist
- ▶ Group 1 Presentation Feedback

TERM SCHEDULE (continued)

Week 8 – March 5

- ▶ Group 3
 - ▶ Members
- ▶ Topic: TBA
 - ▶ Quiz
 - ▶ Presentation
 - ▶ Debate
- ▶ Group 4 Presentation Prep Meeting/Checklist
- ▶ Group 2 Presentation Feedback

Week 9 – March 12

- ▶ Group 4
 - ▶ Members
- ▶ Topic: TBA
 - ▶ Quiz
 - ▶ Presentation
 - ▶ Debate
- ▶ Group 5 Presentation Prep Meeting/Checklist
- ▶ Group 3 Presentation Feedback

Week 10 – March 19

- ▶ Group 5
 - ▶ Members
- ▶ Topic: TBA
 - ▶ Quiz
 - ▶ Presentation
 - ▶ Debate
- ▶ Group 6 Presentation Prep Meeting/Checklist
- ▶ Group 4 Presentation Feedback

Week 11 – March 26

- ▶ Group 6
 - ▶ Members
- ▶ Topic: TBA
 - ▶ Quiz
 - ▶ Presentation
 - ▶ Debate
- ▶ Group 5 Presentation Feedback

TERM SCHEDULE (continued)

Week 12 – April 2

- ▶ Group 6 Presentation Feedback
- ▶ Course review session & conclusion
- ▶ Term paper - final tutorial/help session