

PSYD33H3S-LEC01 – CURRENT TOPICS IN CLINICAL PSYCHOLOGY: Spring, 2020

Lecture Time and Location: Tuesday, 11:00 a.m. - 1:00 p.m., HW 408

Instructor: R. Michael Bagby, Ph.D., Professor, Departments of Psychology and Psychiatry

Office Hours and Location: Tuesday: 1:00 – 2:30 p.m.

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Course Description

The goal of this course is to expose students to some perennial issues/controversies clinical psychology and psychopathology research, which are not typically covered in introductory and “survey” abnormal/clinical psychology courses. The overall goal and learning objective is to advance and deepen the knowledge base in the area of clinical/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.

Learning Objectives

- Deepen and broaden knowledge of clinical psychology.
- Increase awareness of controversies in clinical psychology research and methods.
- Increase knowledge base in the assessment of psychopathology.
- Increase knowledge base in the conceptualization of psychopathology.
- Expose students to the use of clinical psychology in applied settings (i.e., the legal system).

Course Grading and Course Requirements

Total = 100%

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|--|-------------|
| • Five Position Papers - 18% each | 5x18% = 90% |
| • Class attendance and completion of 10 “in class” quizzes – 1% each | 10x1% = 10% |

Position Papers Topics

Due Date

- | | |
|---|---------|
| 1. Do analogue samples in depression research advance meaningfully our knowledge of depression most generally? | Jan. 28 |
| 2. Are placebo trials in depression treatment studies ethical? | Feb. 11 |
| 3. Should Watson’s quantitative model of the mood and anxiety disorders replace the current system in DSM-5? | Feb. 25 |
| 4. Why should the DSM-5 categorical approach to diagnosing personality disorders be replaced by a dimensional approach? | Mar. 17 |
| 5. Are RCT designs in psychotherapy research essential and exclusively necessary to advance ESTs? | Mar. 31 |

Position Papers Description, Requirements and Grading

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?” Each page of the paper must have a ‘Running head’ with the pagination.
4. Any deviation from this formatting will result in a one-point deduction for each format deviation.
5. Students must complete and attach at the end of the essay the “Academic Integrity Checklist” (see last page of syllabus).
6. Papers must be handed in at the beginning of class the day they are due.
7. 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.
8. Please see “Missed Term Work due to Medical Illness or Other Emergency” below for information regarding the Department of Psychology’s policy regarding late or missed term work.

SCHEDULE

Date	Topic
Jan. 7	INTRODUCTION AND OVERVIEW TO COURSE
Jan. 14	<p>USING ANALOGUE SAMPLES IN DEPRESSION RESEARCH: PART ONE (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. 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. 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. 21	<p>USING ANALOGUE SAMPLES IN DEPRESSION RESEARCH: PART TWO (Quiz #2; 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. 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. 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. 28	<p>USE OF PLACEBO IN PSYCHIATRIC RESEARCH (Quiz #3; 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. Elliott, C., & Weijer, C. (1995). Cruel and unusual treatment. <i>Saturday Night</i>, 31-34. Glaros, A.G. (2001). A Comment on La Vaque and Rossiter. <i>Applied Psychophysiology Biofeedback</i>, 26, 61-71. 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>
Feb. 4	<p>RESTRUCTURING DSM MOOD & ANXIETY DISORDERS: PART ONE (Quiz #4; 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</i>, 114, 522-536.</p>
Feb. 11	<p>RESTRUCTURING DSM MOOD & ANXIETY DISORDERS: PART TWO (Quiz #5; Paper #3 topic; Paper #2 DUE)</p> <p><u>Readings:</u> Watson, D. (2005). Rethinking the mood and anxiety disorders: A quantitative hierarchical</p>

	model for DSM-V. <i>Journal of Abnormal Psychology</i> , 114, 522-536.
Feb. 18	READING WEEK
Feb. 25	<p align="center">CONCEPTUAL & PRACTICAL ISSUES IN THE ASSESSMENT OF PSYCHOPATHOLOGY (Quiz # 6; Paper # 3 DUE)</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>
Mar. 3	<p align="center">THE OBJECTIVE ASSESSMENT OF PERSONALITY PSYCHOPATHOLOGY (Quiz #7; Paper #4 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. 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. 10	<p align="center">VALIDITY OF RCT METHODOLOGY - Part 1 (Quiz #8; Paper #5 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</i>, 130, 631-663. (Pages 631-643).</p>
Mar. 17	<p align="center">VALIDITY OF RCT METHODOLOGY - Part 2 (Paper #5 topic; Paper #4 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</i>, 130, 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</i>, 130, 664-668. 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</i>, 130, 669-673. Haaga, D.A.F. (2004). A healthy dose of criticism for randomized trials: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin</i>, 130, 674-676. 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</i>, 130, 677-683. 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. 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. 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. 24	<p align="center">MMPI-2-RF vs. THE RORSCHACH TEST (Quiz #9)</p> <p><u>Readings:</u> Hiller, J. B., Rosenthal, R., Bornstein, R. F., Berry, D. T. R., & Brunell-Neuleib, S. (1999). A comparative meta-analysis of Rorschach and MMPI validity. <i>Psychological Assessment</i>, 11(3), 278–296. Meyer, G.J., & Vigilione, D.J. (2008). An introduction to Rorschach assessment. In R.P. Archer, & S.R. Smith (Eds). <i>Personality Assessment</i> (pgs., 281-336). Sellbom, M. (2019). The MMPI-2-Restructured Form (MMPI-2-RF): Assessment of personality and psychopathology in the twenty-first century. <i>Annual Review of Clinical Psychology</i>, 15(1), 149–177. https://doi.org/10.1146/annurev-clinpsy-050718-095701</p>
Mar. 31	<p align="center">COGNITIVE BEHAVIOUR THERAPY VS. PSYCHODYNAMIC THERAPY (Quiz #10; Paper #5 DUE)</p> <p><u>Readings:</u> Haverkamp, J. (2017). CBT and psychodynamic psychotherapy: A comparison. <i>Journal of Psychiatry Psychotherapy Communication</i>, 6(4), 61-67. Leichsenring, F., Hiller, W., Weissberg, M., Leibring, E. 2006. Cognitive-Behavioral Therapy and Psychodynamic Psychotherapy: Techniques, Efficacy, and Indications. <i>American Journal of Psychotherapy</i>, 60(3), 233-259. Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. <i>American Psychologist</i>, 65(2), 98-109.</p>

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.

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

Missed Term Work due to 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 Accommodations 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.
- Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of two weeks. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of three business days (starting from illness start date.)

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations 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 **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days), submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) and attach a copy of your letter. **Specify how many days extension you are requesting** on the request form.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

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

Submit the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>), along with:

- In the case of a **death of a family member or friend**, please provide a copy of a death certificate.
- For U of T varsity-level or professional **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.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) on or before the date of the test / assignment deadline to describe your circumstances and ask what documentation would be appropriate

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 term test or assignment.

Submit to: Keely Hicks, Room SW420B, Monday – Friday, 9 AM – 4 PM. (Slide forms under door if out of office.)

After submitting your documentation, within approximately one to five business days, you will receive a 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.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents in-person within the three business day window, **you must email Keely** (keely.hicks@utoronto.ca) **within the three business day window** to explain when you will be able to bring your documents in person. Exceptions to the documentation deadline will only be made under **exceptional circumstances**. Attach scans of your documentation, and be prepared to bring your documents to Keely in-person as soon as you are well. Late documents may not be accepted.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

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

AccessAbility:

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 Rm 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.

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.

TurnItIn:

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.

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 Checklist

PSYD33H3-W-LECO1 – Current Topics in Abnormal Psychology: Spring, 2020

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: _____