

PSYD33H3S-LEC01 – CURRENT TOPICS IN CLINICAL PSYCHOLOGY: Spring, 2021

Lecture Time and Location: Wednesdays, 11:00 a.m. - 1:00 p.m., Zoom synchronous format

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

Course Description

The goal of this course is to expose students to some 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. There are no text books; only primary source readings.

Please note: Course announcements will generally be made through Quercus. Please monitor the course website regularly for important announcements and updates. Class emails will also be sent through Quercus. Please make sure your listed email address is correct.

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.

Course Grading and Course Requirements

Total = 100%

- | | |
|--|-------------|
| • Six Position Papers - 18% each | 6x15% = 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? | Feb. 03 |
| 2. Are placebo trials in depression treatment studies ethical? | Feb. 24 |
| 3. Should Watson’s quantitative model of the mood and anxiety disorders replace the current system in DSM-5? | Mar. 10 |
| 4. Why should the DSM-5 categorical approach to diagnosing personality disorders be replaced by a dimensional approach? | Mar. 24 |
| 5. Are RCT designs in psychotherapy research essential and exclusively necessary to advance ESTs? | Mar. 31 |
| 6. Outline in detail the advantages/strengths and disadvantages of cognitive behaviour therapy versus psychodynamic psychotherapy. | Apr. 07 |

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 7th 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.
 - 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: See Psychology Department Missed Work Term Policy.

SCHEDULE

Date	Topic
Jan. 13	INTRODUCTION AND OVERVIEW TO COURSE
Jan. 20	<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. 27	<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>
Feb. 3	<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. 10	<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. 17	READING WEEK

Feb. 24	<p align="center">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 model for DSM-V. <i>Journal of Abnormal Psychology</i>, 114, 522-536.</p>
Mar. 3	<p align="center">CONCEPTUAL & PRACTICAL ISSUES IN THE ASSESSMENT OF PSYCHOPATHOLOGY (Quiz # 6)</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. 10	<p align="center">THE OBJECTIVE ASSESSMENT OF PERSONALITY PSYCHOPATHOLOGY (Quiz #7; Paper #4 topic; Paper # 3 DUE))</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. 17	<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. 24	<p align="center">VALIDITY OF RCT METHODOLOGY - Part 2 (Quiz #8; 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</p>

	<p>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. 31	<p>COGNITIVE BEHAVIOUR THERAPY VS. PSYCHODYNAMIC THERAPY (Quiz #9; Paper # 6 topic; 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>
Apr. 7	<p>MMPI-2-RF vs. THE RORSCHACH TEST (Quiz #10; Paper #6 Due)</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>

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

Psychology Department Missed Term Work Policy, WINTER 2021

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- 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>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at keely.hicks@utoronto.ca ,
and

2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business days** of the missed work.

Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and noting “Religious conflict” in the space provided.
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

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

- **Contact your AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

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):
 1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
 2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).
- 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):
 1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

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 and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

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: _____