



Psychology
UNIVERSITY OF TORONTO
SCARBOROUGH

Introduction to Clinical Psychology

PSYB32

Web Option Only

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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. As well, cognitive disorders that are progressive in nature (e.g., Alzheimer's disease, frontotemporal dementia) can have crippling effects and are becoming ever more prevalent given the burgeoning elderly population.

After reviewing the aforementioned disorders, and more, and understanding the nature of methodology, assessment, diagnosis, and treatment, it is hoped that this course will introduce the student to the field of clinical psychology.

Learning Outcomes:

- 1. An understanding of various psychological disorders**
- 2. An understanding of methods used to help determine the cause of psychological disorders**

3. An understanding of how to assess and diagnose psychological disorders
4. An understanding of treatment options for psychological disorders
5. And most importantly, to understand and assimilate the principles of empathy and unconditional positive regard in our approach to all beings, human or otherwise.

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 presentations as it relates to course content. To this end, please review the course outline carefully. 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 clinical psychology. Again, these presentations are meant to introduce you to the field.
- Every enrolled student must ensure that they have access to the course website via the UTSC Qurecus 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.
- If a student is absent from a midterm examination due to illness or other extenuating circumstance, they must follow the protocol outlined in this course outline for missed term work.
- Students with diverse learning styles and needs are of course, emphatically welcomed 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.

- For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms or via remote delivery is strictly 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:

On tests and exams:

- Using someone else's ideas or words without appropriate acknowledgement.
- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.
- Working in groups in person or online.
- Using aids during the exam.
- Contacting others during the exam (e.g., asking a friend for help, communicating with others in any way).

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. **Any evidence of academic misconduct or use of aids will be reported to the registrar's office for**

investigation, and may result in an academic offense, a failure of exams or the course, and/or a permanent note on your academic transcript. 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 but not necessary.*
- *Note: The textbook is a new(er) 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

Grading Scheme:

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

- *Your 1st examination will consist of 45 multiple-choice questions*

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

- *Your 2nd examination will consist of 45 multiple-choice questions*

(3) Final Examination worth 40% of your final grade

- *Your final examination will consist of 45 multiple-choice questions and two short-answer questions*

Note: These lectures were pre-recorded. You may hear references to written assignments in the lectures. This does not apply to you. Your performance will be evaluated by midterm 1, midterm 2, and the final exam, as described above. There are no written assignments this term.

Important Dates: 2021 Summer Session

Please visit:

<https://www.utsc.utoronto.ca/registrar/sessional-dates-fall-2021-winter-2022-and-summer-2022>

Lecture Dates, Readings, & Assignments:

Week of September 7:

Welcome; Course Description and Requirements & Questions Answered

Readings: Chapter 1: Introduction, Definitional and Historical Considerations

Guest: Dr. Donald A. Young

Week of September 13:

Readings: Chapter 2: Current Paradigms and the Integrative Approaches

Week of September 20:

Readings: Chapter 3: Clinical Assessment, Classification and Diagnosis

Week of September 27:

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

Week of October 4:

First Examination worth 30% of your final grade

The exam will consist of 45 multiple choice questions from chapters 1-4. Details regarding the time and how to access the exam will be posted on Qurecus one week prior.

Week of October 11:

Reading Week (no class)

Week of October 18:

Readings:

Chapter 5: Anxiety Disorders
Chapter 7: Somatic Symptom Disorders and
Dissociative Disorders

Guest: Christopher Rodriguez, Gestalt Institute

Week of October 25:

Readings: Chapter 8: Mood Disorders and Suicide

Guest: Nancy

Week of November 1:

Readings: Chapter 10: Eating Disorders

Guest: Candice

Week of November 8:

Second Examination worth 30% of your final grade

The exam will consist of 45 multiple choice questions from chapters 5, 7, 8, 10. Details regarding the time and how to access the exam will be posted on Qurecus one week prior.

Week of November 15:

Readings: Chapter 11: Schizophrenia

Guest: Neil

Week of November 22:

Readings: Chapter 13: Personality Disorders

Guest: Dr. Kyrsten Grimes.

Week of November 29:

Readings: Chapter 16: Aging and Psychological Disorders

December 9-21:

Final Examination Period

Your Final Examination is worth 40% of your final grade and will consist of 45 multiple-choice questions and two short answer questions. The multiple-choice questions will focus on material from chapters 11, 13 and 16. The short answer questions will cover content from all lectures (i.e., chapters 1-5, 7, 8, 10, 11, 13, and 16).

The registrar is responsible for scheduling final exams. You will be notified of the date and time as soon as it becomes available.

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

Psychology Department Missed Term Work Policy, Fall 2021

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

- 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.utsc.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.uts.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

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

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>)
2. **Declare your absence** on **ACORN** (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to the email address provided by your instructor on the course syllabus **WITHIN 2 BUSINESS DAYS** of the missed work.

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-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**.

Note: For this semester, we do not require any additional supporting documentation (e.g. 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 midterms 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" 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 your course instructor **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” and noting “Religious conflict” in the space provided.
2. Email the form to your course instructor **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 your course instructor **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 your instructor detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the **Request for Missed Term Work Accommodations Form**.
 2. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. 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 your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future).**

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. **Please make it clear in your subject line that you are requesting a second accommodation**. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN. ***Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Frequently Asked Questions:

Q: I missed the midterm. Can I write the makeup?

A: Carefully read the information located under ***“Missed Term Work due to Medical Illness or Emergency”*** above.

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 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 clinical 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 to 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. Please do not email us with such requests.