UNIVERSITY OF
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Welcome to PSYD33

Current Topics in Clinical Psychology

Module One: Advances in the Assessment and Diagnosis of Clinical Disorders

Dates: Jan 11 – Feb 15, 2022

Nicole Cosentino, MA, PhD Candidate

Module Two: Advances in the Treatment of Clinical Disorders

Dates: March 1 – April 5, 2022

Tahira Gulamani, MA, PhD Candidate

Class Time: 1:10pm to 3pm   *Office Hours:* Tuesday by appointment

Course Email Address: psyd33.course.email@gmail.com

NOTE: This course will be delivered online using Zoom meeting software until *at least* January 31st per the University of Toronto's guidelines given the ongoing COVID-19 pandemic. We will communicate any changes in course delivery with the class as they arise. We will meet synchronously (at the same time) once per week on Tuesdays from 1:10pm-3:00pm. Outside of class times, students work on independent readings, activities, and assignments. Please see Quercus for details

Course Description: This course will be co-instructed and consist of **two** modules: (1) Advances in the Assessment and Diagnosis of Clinical Disorders; (2) Advances in the Treatment of Clinical Disorders. The goal of this course is to expose students to factors related to clinical psychology in greater detail than is offered in introductory clinical psychology courses, with particular emphasis on advances in research and clinical practice. All readings are available electronically through the U of T library and/or course reserves. Classes will be conducted in seminar-style. **Students are expected to have read the assigned material prior to class and engage in meaningful and critical discussion of the readings each week.**

Prerequisites: PSYB32H3 and [PSYB07H3 or STAB22H3] and [0.5 credit at the C-Level in PSY Courses]
Exclusion: PSY440H
Recommended Preparation: [PSYB01H3 or PSYB04H3 or PSYB70H3], PSYC02H3, PSYC36H3, PSYC37H3

At the end of the course, students should be able to…

1) Evaluate the clinical utility, validity, and feasibility of various diagnostic assessment techniques and approaches.
2) Explain why and how psychological assessments should be delivered in a culturally attuned and culturally competent manner.
3) Appraise the evidence base for psychotherapeutic treatment of mental disorders
4) Critically review the scientific literature and present findings in both oral (e.g., seminar presentations) and written formats (e.g., thought papers, essays).
5) Discuss readings with peers in a thoughtful, informed, and respectful manner typical of a graduate-level seminar class.

Pre-Course Reflection:	January 20th, 2022 @ 11:59 PM
Weekly Discussion Questions	Starting Week 2 every Monday @ 11:59 PM
Lecture Presentation & Paper Topic Approval	Feb 1st, 2022 @ 11:59 PM
Popular Press Assignment	Feb 18th, 2022 @ 11:59 PM
Lecture Presentation	March 18th, 2022 @ 11:59 PM
Lecture Feedback:	April 1st, 2022 @ 11:59 PM
End of Course Reflection:	April 5th, 2022 @ 11:59 PM
Final Paper	April 8th, 2022 @ 11:59 PM

Pre-Course Reflection   5%

Students will be asked to write a brief thought paper (~ 2pgs, double spaced) about their current understanding of clinical psychology. This prompt is intentionally broad to enable a wide variety of responses. The question does not require a specific kind of tone—your response can range from lighthearted and humorous to serious and meaningful. Regardless of the tone you attempt to take, you need to present a thoughtful answer.

Additionally, students may choose to incorporate what they hope to gain from taking this course.

No citations are required for this assignment, however if you choose to include any, please use APA format.

Weekly Discussion Questions   10%

Students are required to submit discussion questions related to each week's readings. Discussion questions should be analytical, demonstrate critical thinking, and provide fodder for discussion in class. A good discussion question cannot be answered simply with a "yes" or "no" response as it should provide students with the opportunity to apply concepts they have learned.

Popular Press Assignment   15%

Students must choose a specific example of a portrayal or discussion of clinical psychology or clinical psychologists from a movie, news article, TV show, or popular book, etc. The goal of this assignment is to critically analyze how the profession is viewed by the media. Is it accurate? Are there certain misperceptions and misunderstandings of clinical psychologists and what they do? How do these misunderstandings impact the profession and those who seek help from clinical psychologists?

Please consider these: 1) Consider how realistic or unrealistic the portrayal is in relation to what you have learned about the practice of clinical psychology (e.g., are clinical psychologists portrayed as dangerous, untrustworthy, unprincipled, or criminal? How likely do you think it would be for a psychologist to actually behave this way?)

This popular press assignment should be 5 pgs, double spaced and should highlight and discuss links to course content.

Lecture Presentation   30%

Students will prepare and present two PowerPoint presentations on a topic of their choice related to clinical psychology. Each presentation should be 10-15mins in length and prepared as a voice over PowerPoint. One presentation will be geared towards a community audience and the second will be for the clinical community. Additionally, students will submit a separate audio file discussing the process of completing the assignment.

Additional details will be outlined on Quercus. Topics must be submitted for approval prior by the course instructor(s).

| **Lecture Feedback** | **5%** |

Students can choose to complete **EITHER** option.

Option A: Peer Review and Feedback

Students will be randomly assigned to watch and provide audio feedback on the lecture presentation of three classmates.

Option B: Community Education and Knowledge Dissemination

Students will engage three friends, family members or peers (not enrolled in the course) to view their presentation and complete a brief audio feedback session with each individual.

| **Post-Course Reflection** | **5%** |

Students will be asked to write a brief thought paper (~ 2pgs, double spaced) about their takeaways from the course.

This thought paper is an opportunity for students to reflect on the materials that were studied during the course. They may reflect on things that may have surprised them or areas where they believe further development is needed. Ultimately, what do you think the future of clinical psychology should look like?

No citations are required for this assignment, however if you choose to include any, please use APA format.

| **Final Paper** | **30%** |

Your assignment is to choose a particular topic in clinical psychology and write a review of recent research findings and theoretical developments relating to that topic. You will also be required to have a topic approved by the course instructor. Your topic can be similar to your lecture presentation topic – more details to be provided in the lecture!

Your topic should relate to some aspect of the discipline of Clinical Psychology. Note that the amount of existing research varies widely with domain of interest, so the breadth or specificity of your topic will depend on the particular issue that you choose. Be careful not to choose a topic that is either too broad or too narrow.

The mark will be based on such factors as the comprehensiveness of the review, level of understanding of the issues, critical evaluation of empirical research, accuracy of the information, innovativeness of thinking, clarity of presentation, and overall writing style.

Course Specific Policies

All course-related materials will be posted to Quercus, including syllabus, additional readings, assignments & grades. Please make sure to monitor announcements and check your Quercus-linked email regularly. Please do not use Quercus messaging – we will not respond. Course or content related questions can be discussed during office hours. This may help students who have similar questions and provide opportunities for peer-to-peer learning.

If you have questions tied to you specifically (e.g., questions about feedback on an assignment), please use the course email (psyd33.course.email@gmail.com). We will try to answer your emails within 4 business days unless you receive an automatic reply that suggests otherwise. Emails regarding missed

work or AccessAbility accommodations should also be sent to the course email. The volume of emails we receive during busy stretches of the course can be quite overwhelming. Please try to keep your emails professional, concise, and clear: start with an informative title that includes the course name and some detail on your question. Short, focused emails that demonstrate some effort on your part to explain your understanding or where you are stuck are most effective. If you are not familiar with writing academic emails, you may find this resource helpful: https://goo.gl/ik1iw7

PSYD33-Specific Policies for Late/Missed Work

Please make sure you review the Missed Term Work and Accommodations policies below. In general, submitted graded assignments are subject to 20% penalty for each 24hr period late, up to 48hr max, then scored as a 0. However, we encourage you to reach out with reasonable requests for extensions and accommodations! Most assignments and tasks are eligible for extensions, with a few exceptions related to sequential tasks and cutoff dates. For some assignments, you may be asked to submit work-in-progress to be considered for an extension. Alternative assignments or assessments may be offered as make-ups at my discretion for eligible cases. Your Term Paper must be submitted to pass the course. You are assessed a 50% penalty up to 24hrs late, then an automatic 0 and a max grade of 45 for the course.

General Policies and Statements

Equity, Diversity, and Inclusion
The University of Toronto welcomes and includes students, staff, and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. The PSYD33 team proudly supports U of T's commitment to equity, human rights and respect for diversity, and we aspire to uphold these values as priorities in this course. All members of the learning environment in PSYD33 should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. We stand with U of T against discrimination or harassment against any persons or communities.

AccessABILITY Accommodations
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 us and/or the AccessAbility Services as soon as possible. AccessAbility Services staff 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 better we can support you in achieving your learning goals!

FIPPA Notice of video recording and sharing (Download and re-use prohibited)
Elements of this course may be recorded on video and made available to students in the course for viewing remotely. For questions about recording and use of videos in which you appear please contact your instructor. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are

protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

Netiquette
The University of Toronto is committed to equity, human rights and respect for diversity. Our online learning environment is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. To help create this learning environment, we ask that you always use respectful language and strive to create an atmosphere of mutual respect where all members of this course can express themselves, engage with each other, and respect one another's differences.

Please adhere to the following guidelines when communicating online:
- Remember the human on the other side of the computer. Avoid doing anything online that would offend or frustrate other people.
- Recognize and respect diversity of opinions. It's okay to disagree and engage in scientific discourse, but inappropriate to disrespect or be offensive to others.
- Be considerate of others' time. Read prior replies and threads to see if your topic has already been discussed at length. Write concisely and stay on topic. Use a meaningful subject line about what your post contains.
- Be careful when using sarcasm and humor. Without face-to-face communication, your joke may be misinterpreted.
- Respect the privacy of your classmates. Never copy or distribute the contents of a discussion thread. Plagiarism and Grading-Related Issues Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq). Any complaint or concern about grading on an assignment, test or presentation should be made in writing to us within one week of receiving the graded material or as soon as is reasonably possible and should detail the point of contention.

Testing & Work Policy
Unless otherwise noted, all assessments will be considered "open-book, noncollaborative". This means that you are welcome to refer to the textbooks, course materials and any of your own personal notes, but you may NOT collaborate with others. To avoid potential allegations of academic misconduct, you must adhere to the following:

You are the only person allowed to access, interact with, and submit your assessments. Allowing someone else to access the questions, content, and/or answers from your assessments will be considered a direct violation of the Code. This includes comparing answers with other students after the deadline has passed.
- You are NOT allowed to collaborate with anyone else by sharing your work, working together, or using someone else's work to gain an unfair advantage. Paying for, using, or

contributing to any shared material or efforts to collaborate is a direct violation of the Code.
- You are NOT allowed to access unauthorized material pertaining to your assessments. It is a direct violation of the Code to access any source in which someone has solicited, discussed, and/or posted assessment content, questions, or answers. This includes group chats, shared Google docs, email threads, Reddit, Chegg, and any other source that meets this description. Being a member of a group in which test materials were shared may also constitute an academic integrity offense.
- If you see it, report it. If you find yourself in a situation where you have stumbled upon unauthorized content accidentally, protect yourself by reporting it to the teaching team ASAP. You may be considered complicit in the offence if your digital fingerprint is there, but you failed to report it.

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 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:
  o Using someone else's ideas or words without appropriate acknowledgement
  o Submitting your own work in more than one course without the permission of the instructor
  o Making up sources or facts
  o Obtaining or providing unauthorized assistance on any assignment.

- On tests and exams:
  o Using or possessing unauthorized aids
  o Looking at someone else's answers during an exam or test
  o Misrepresenting your identity
  o When you knew or ought to have known you were doing it.

- In academic work:
  o Falsifying institutional documents or grades
  o Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes
  o 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.

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.utsc.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 COURSE EMAIL (psych.c02.utsc@gmail.com) **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:
1. **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.

Course Calendar

Dates	Topics	Readings
January 11th 2022	Introduction to the Course and Syllabus Review	None
January 18th 2022	Clinical vs. Mechanical Prediction in Psychological Assessment	Grove, W.M. & Meehl, P.E. (1996). Comparative efficiency of informal (subjective, impressionistic) and formal (mechanical, algorithmic) prediction procedures: The clinical statistical controversy. *Psychology, Public Policy, and Law,* 2(2), 293-323.
January 25th 2022	Categorical vs. Dimensional Models of Psychopathology	Insel, T.R., Cuthbert, B.N., Garvey, M.A., Heinssen, R.K., Pine, D.S., et al. (2010). Research domain criteria (RDoC): Toward a new classification framework for research on mental disorders. *The American Journal of Psychiatry*, *167*(7), 748-751. Cuthbert, B. N., & Kozak, M. J. (2013). Constructing constructs for psychopathology: The NIMH research domain criteria. Journal of Abnormal Psychology, 122(3), 928-937. Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., . . . Zimmerman, M. (2017). The hierarchical taxonomy of psychopathology (HiTOP): A dimensional alternative to traditional nosologies. *Journal of Abnormal Psychology, 126*(4), 454-476.
February 1st 2022	Self-Knowledge & Psychopathology: Clinician, Self-Report, and Structured Interview Diagnoses	Rettew, D.C., Lynch, A.D., Achenbach, T.M., Dumenci, L., & Ivanova, M.Y. (2009). Meta-analyses of agreement between diagnoses made from clinical evaluations and standardized diagnostic interviews. *International Journal of Methods in Psychiatric Research, 18*, 169-184. Samuel, D.B., Sanislow, C.A., Hopwood, C.J., Shea, M.T., Skodol, A.E., Morey, L.C.,… Grilo, C.M. (2013). Convergent and incremental validity of clinician, self-report, and structured interview diagnoses for

		personality disorders over 5 years. *Journal of Consulting and Clinical Psychology*, *81*, 650-659
February 8th 2022	Self-Knowledge & Psychopathology: Self-Reports, Informant Reports, and Metaperception	Clifton, A., Turkheimer, E., Oltmanns, T.F. (2005). Self- and peer perspectives on pathological personality traits and interpersonal problems. *Psychological Assessment*, *17*(2), 123-131. Oltmanns, T.F., Gleason, M.E.J., Klonsky, E.D., & Turkheimer, E. (2005). Meta-perception for pathological personality traits: Do we know when others think that we are difficult? *Conscious Cognition*, *14*(4), 739-751.
February 15th 2022	Culturally Competent Assessment Practices & Case Conceptualization	Lewis-Fernández, R. et al. (2017). Feasibility, acceptability and clinical utility of the Cultural Formulation Interview: Mixed-methods results from the DSM-5 international field trial. *The British Journal of Psychiatry: The Journal of Mental Science*, *210*(4), 290–297. Cultural Formulation Interview (CFI) Ansloos, J., Stewart, S., Fellner, K., Goodwill, A., Graham, H., … Harder, H. (2019). Indigenous peoples and professional training in psychology in Canada. *Canadian Psychology/Psychologie Canadienne, 60*(4), 265-280.
February 22nd 2022	**READING WEEK**	
March 1st 2022	From Assessment to Treatment: Treatment Recommendations Categorical vs Dimensional Treatment Approaches	**None**
March 8th 2022	Cognitive Theories (Applications to Mood Disorders)	Beck, AT. (1963). Thinking and depression I: Idiosyncratic content and cognitive distortions. Archives of General Psychiatry, 9(4), 324-333.

March 15th 2022	Learning Theories (Applications to Anxiety Disorders)	Prinz, J. (2006). Beyond appearances: The content of sensation and perception. Perceptual experience, 434-460. Blakemore, SJ, Smith, J, Steel, R, Johnstone, EC, Frith, CD. (2000). The perception of self-produced sensory stimuli in patients with auditory hallucinations and passivity experiences: evidence for a breakdown in self-monitoring. Psychological Medicine, 30(5), 1131 – 1139.
March 22nd 2022	Major theories and models of motivation (Applications to Substance Use Disorders)	Ryan, RM, Deci, EL. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55(1), 68.
March 29th 2022	Major theories and models of sensation and perception (Applications to Psychosis)	Prinz, J. (2006). Beyond appearances: The content of sensation and perception. Perceptual experience, 434-460. Blakemore, SJ, Smith, J, Steel, R, Johnstone, EC, Frith, CD. (2000). The perception of self-produced sensory stimuli in patients with auditory hallucinations and passivity experiences: evidence for a breakdown in self-monitoring. Psychological Medicine, 30(5), 1131 – 1139.
April 5th 2022	Major theories of emotion (Applications to personality disorders)	Crowell, SE, Beauchaine, TP, Linehan, MM. (2009). A biosocial developmental model of borderline personality: Elaborating and extending Linehan's theory. Psychological Bulletin, 135(3), 495. Moors, A., Ellsworth, P. C., Scherer, K. R., & Frijda, N. H. (2013). Appraisal theories of emotion: State of the art and future development. Emotion Review, 5(2), 119-124. Russell, J. A. (2014). Four perspectives on the psychology of emotion: An Introduction. Emotion Review, 6(4), 291-291