Winter 2023
PSYD33H3S: Current Topics in Clinical Psychology

Seminar Time: Mondays from 11:00 am – 1:00 pm
Location: AC332
Instructors: Nicole Cosentino, MA and Tahira Gulamani, MA
Office Hours: By appointment only

<u>Module 1</u>	<u>Module 2</u>
Advances in the Assessment and Diagnosis of Clinical Disorders	**Advances in the Treatment of Clinical Disorders**
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Course Description

This course will be co-instructed and will 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. All readings are available online through the University of Toronto Libraries.**

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

Learning Objectives

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

1) Evaluate the clinical validity, utility, and feasibility of various diagnostic models and psychological assessment techniques.

2) Explain how and why psychological assessments should be delivered in a culturally attuned and culturally competent manner.

3) Appraise the evidence base for the 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.

Evaluation

Student Engagement (30% of final grade)

- **Discussion Questions (10% of student engagement)**

  Students are required to submit one discussion question each week related to at least one of the week's assigned 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 and to engage in thoughtful discourse. Discussion questions must be submitted by 11:59 pm on Sundays prior to class on Quercus.

- **Seminar Participation (20% of student engagement)**

  This course has been designed as a seminar. Students are expected to come to class prepared to discuss the readings each week. Contributions in class should demonstrate critical thinking and an ability to synthesize key concepts related to the week's topic and/or the broader context of clinical research, assessment, diagnosis, and treatment. Active participation **does not** merely include making superficial comments and/or summarizing the research. Students are also expected to participate in class demonstrations, applied learning activities, and surveys.

Reflection Papers (20% of final grade)

  Students will submit four reflection papers over the course of the semester. Each reflection paper will be worth 5% of the final grade. Students must submit two reflection papers during the first module that focuses on assessment and another two reflection papers during the second module that focuses on intervention. **Students cannot submit reflection papers the week of their presentation.**

  Reflection papers should be 1 page double-spaced and formatted using the 7th edition APA style. Students should use 12-point Times New Roman font and standard margins. Reflection papers should provide a critical appraisal of one or more of the assigned

readings. This might include pointing out a flaw in the logic or structure of the presented topic or reading, finding new applications for the topic or argument, or hypothesizing new questions or frontiers for the topic. Reflection papers must be submitted by 11:59 pm on Sundays prior to class on Quercus.

Presentation and Seminar Facilitation (20% of final grade)

Students will deliver one presentation in pairs or groups of three during the semester and facilitate a group discussion. Students will deliver presentations that explain how the assessment technique or intervention discussed in class that week (e.g., algorithmic diagnoses, dimensional measures of mental illness, culturally responsible assessment tools) can be used to diagnose, assess, or treat one or more psychopathologies in real-world clinical practice.

Students will present for a total of 15 minutes each and subsequently facilitate group discussion for 20 minutes (10 minutes of facilitation per student). In total, the presentation and class facilitation should be 50 minutes long for pairs of students and 65 minutes for groups of three. Student presentations and seminar facilitations will take place during the second half of class each week.

Students will choose their presentation partners/groups on January 16th. A randomizer will be used to determine the order of topic selection. Presentations will begin the week of January 23rd.

Assessment Presentations: Students who present on an assessment technique should provide adequate background information on the technique as well as the psychopathology they have chosen. They should review research findings on validity and reliability, discuss clinical utility and feasibility, and make comparisons, where appropriate, to other diagnostic tools and measures that are commonly used to diagnose that same psychopathology.

Treatment Presentations: Students who present on an intervention technique should provide adequate background information on the treatment or therapeutic modality as well as the chosen psychopathology. Students should review treatment outcome research including research on potential mediators or moderators of treatment outcome research.

Seminar Facilitation: In addition, students will be required to come up with two discussion questions each, which they will separately raise and facilitate during the discussion period (~10 minutes each). Presentation partners are encouraged to participate during the discussion period of their other team members (e.g., provide their opinion, ask questions).

Evaluations: The quality of individual presentations within each group presentation will count for 20%. Of this, 5% will be marked based on the quality of group discussion

facilitation. Overall, to be effective, presentations and discussion questions need to focus on what is critical and be delivered in a stimulating and thought-provoking manner. A comprehensive rubric will be provided on Quercus. Students must submit their final slides by 5:00 PM the day before their presentation.

Essay 1: Compare and Contrast Assessment Methods (15% of final grade)

Students will submit a paper evaluating two assessment and diagnosis strategies/models for one DSM-5 disorder. Students must ensure that key concepts from the course are applied (e.g., evaluating empirical support, highlighting validity, reliability, utility, feasibility, etc.). For example, students may critically examine the strengths and limitations for self and informant report assessment methods for personality disorders, and then make a case for strategies on how to improve the assessment/diagnosis following the use of these techniques.

The topic must be approved by Nicole. Students will submit their topic and two citations of empirical papers they have found on Quercus on or before January 30th, 2022. The paper is restricted to a minimum of five pages and a maximum of seven pages, double spaced, excluding title page and reference list. Students should use 12 pt. font Times New Roman font and follow APA 7th edition formatting. A comprehensive rubric will be provided on Quercus.

Essay 2: Compare and Contrast Intervention Methods (15% of final grade)

Students will submit a paper critically evaluating one evidence-based intervention and one novel intervention for one DSM-5 disorder. Students must ensure that course consent is applied (e.g., treatment and participant moderators). For example, students may critically examine the effectiveness of cognitive processing therapy and MDMA in the treatment of PTSD, and make a case for strategies on how to improve treatment outcome for each of these interventions.

The topic must be approved by Tahira. Students will submit their topic and two citations of empirical papers (treatment efficacy for the traditional and the novel intervention) they have found on Quercus on or before March 13th, 2023. The paper is restricted to a minimum of five pages and a maximum of seven pages, double spaced, excluding title page and reference list, 12 pt. font. Students must follow APA 7th ed. formatting. A rubric will be provided on Quercus.

Late Policy

Please make sure you review the Missed Term Work and Accommodations policies below. In general, submitted graded assignments are subject to 10% penalty for each 24-hr period late, up to 48 hr max, then scored as a 0. You must complete a presentation and seminar facilitation to pass the class.

Course Schedule

Date	Topic	Readings
Week 1 January 9, 2023	Introduction to the course and syllabus review	Syllabus
Week 2 January 16, 2023	Review of Psychological Measurement: Reliability and Validity Assessor vs. Algorithm: The Accuracy of Clinical and Mechanical Prediction Methods ** Presentation partners, topics, and dates are assigned today.	Jhangiani, R.S., Chiang, I.A., Cuttler, C., & Leighton, D.C. (2020). Chapter 4: Psychological measurement. *Research Methods in Psychology* (4th ed., pp.92-98). https://kpu.pressbooks.pub/psychmethods4e/ 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.
Week 3 January 23, 2023	Categorical and Dimensional Models of Psychopathology ** Presentations begin this week	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.
Week 4 January 30, 2023	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
Week 5 February 6, 2023	Self-Knowledge and Psychopathology: Self-Report, Informant-Report, 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.
Week 6 February 13, 2023	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. 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.
Week 7 February 20, 2023	Reading Week	
Week 8 February 27, 2023	From Assessment to Treatment: Treatment Recommendations Categorical vs Dimensional Treatment Approaches	**None – no presentations this week**

Week 9 March 6, 2023	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.
Week 10 March 13, 2023	Learning Theories (Applications to Anxiety Disorders)	Pearce, JM, Bouton, ME. (2001). Theories of associative learning in animals. Annual review of psychology, 52(1), 111-139. Craske, MG, Treanor, M, Conway, C, Zbozinek, T, Vervliet, B. (2014). Maximizing Exposure Therapy: An Inhibitory Learning Approach. Behavior Research and Therapy, 58, 10-23.
Week 11 March 20, 2023	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.
Week 12 March 27, 2023	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.
Week 13 April 3, 2023	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

University Standards & Campus Services Writing Support

The Centre for Teaching and Learning (CTL) provides online resources, drop-in hours, one-on-one consultations, and writing workshops. For more information, please visit CTL's Academic Learning Support site at http://uoft.me/AcademicLearningSupport.

Academic Integrity

The University treats cases of cheating and plagiarism very seriously and sanctions can be severe (e.g., zero in the course, suspension, or expulsion). The University's Code of Behaviour on Academic Matters outlines the behaviors that constitute academic dishonesty and the processes

for addressing academic offences. Potential offences in papers and assignments include 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, cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. We will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays.

According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let the instructors know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Disability-Related 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 me and/or the AccessAbility Services Office (http://www.utsc.utoronto.ca/ability/) as soon as possible. AccessAbility Services staff (located in Room AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 or email ability.utsc@utoronto.ca for more information. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Equity, Diversity, Inclusion

The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course 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. U of T does not condone discrimination or harassment against any persons or communities.

Missed Term Work Policy

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

Note: The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office petition process. The email address to submit missed term work accommodation requests in is: https://www.utsc.utoronto.ca/registrar/submit-petition

ILLNESS OR EMERGENCY accommodations: For missed work due to ILLNESS OR EMERGENCY, complete the following process: 1. Complete the Request for Missed Term Work Accommodations Form. 2. Declare your absence on ACORN (Profile & Settings > Absence Declaration) 3. Email both of the following items to the course email within 2 business days of the missed work: the Request for Missed Term Work Accommodations Form *AND* a screenshot of your Self-Declared Absence on ACORN

Note: If you are unable to submit your request within 2 business days, you must still email your instructor within the 2-business day window to explain the nature of the delay. Exceptions to the 2-business day deadline will only be made under exceptional circumstances. If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.

ACADEMIC CONFLICT accommodations: For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time): 1. Complete the Request for Missed Term Work Accommodations Form. 2. Take screenshots of your course Quercus pages that demonstrate the conflict. 3. Email the form and screenshots to the course email 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. Requests sent after the activity deadline may not be accommodated.

Note: Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines. Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts. Students are

responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

RELIGIOUS CONFLICT accommodations: For missed term work due to a RELIGIOUS CONFLICT: 1. Complete the Request for Missed Term Work Accommodations Form. 2. Email the form to the course email 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. Requests sent after the activity deadline may not be accommodated.

ACCESSABILITY SERVICES accommodations:

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 the course instructors 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 the course email detailing the accommodations required. Accommodation Procedure: After submitting your documentation, you will receive a response from one of the instructors. 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. 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 the instructor's response to resume work on your assignment. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you're able, and email it to your instructor. For an anticipated absence (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a Verification of Illness Form completed by your doctor AND the Request for Missed Term Work Accommodations Form to the course email. Absences can be declared up to 14 days into the future on ACORN.

Missed Accommodations: If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit another Request for Missed Term Work Accommodations Form and declare your extended absence on ACORN. *Note: In the case of a PSYC30 – Fall 2022 8 missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.