



UNIVERSITY OF
TORONTO
SCARBOROUGH

Summer 2023
PSYD33H3Y L01: Current Topics in Clinical Psychology

Seminar Time: Mondays from 3:00 – 5:00 pm
Location: HLB110

Instructor: Nicole Cosentino, MA
PhD Candidate in Clinical Psychology

Office Hours: By appointment only
Contact: nicole.cosentino@mail.utoronto.ca

Course Description

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 related to psychological assessment, case formulation, and psychotherapy. 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 or STAB23H3] and [0.5 credit at the C-Level in PSY Courses]

Exclusion: PSY440H

Recommended Preparation: [PSYB01H3 or PSYB04H3 or PSYB70H3]

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 tools.
- 2) Explain how and why psychological assessments and interventions should be delivered in a culturally attuned and culturally competent manner.
- 3) Appraise the evidence base for the psychotherapeutic treatment of mental health disorders and make connections between relevant theories and evidence-based treatments.



- 4) Critically review the scientific literature and present findings in both oral (e.g., seminar presentations) and written formats (e.g., reflection papers, essays).
- 5) Discuss readings with peers in a thoughtful, informed, and respectful manner typical of a graduate-level seminar class.

Evaluation

Participation (20% of final grade)

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** include making superficial comments and/or summarizing the research. Students will also be expected to participate in class demonstrations, applied learning activities, and surveys. Students must demonstrate respectful, active listening and engage with their peers by directly responding to and building upon one another's comments and contributions.

Both participation during class and student presentations will count toward participation grades.

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. Two reflection papers must focus on assessment and be submitted before July 3rd. The remaining two must focus on intervention and be submitted after July 3rd. **Students cannot submit a reflection paper the same week as their presentation.**

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 12 pm on Mondays prior to class on Quercus. Reflection papers should be 1 page double-spaced and formatted using 7th edition APA style. Title pages and running heads are not necessary. Students should use 12-point Times New Roman font and standard margins.

Presentation and Seminar Facilitation (20% of final grade)

Students will deliver a presentation in pairs or groups of three during the semester. Students will deliver presentations that explain how the assessment technique or intervention discussed in class that week (e.g., mechanical prediction methods, dimensional measures of mental illness,

culturally responsible assessment tools, cognitive-behavioural treatment approaches) can be used to diagnose, assess, or treat one or more psychopathologies in real-world clinical practice.

Students will present for a total of 10 minutes each. They will subsequently facilitate group discussion together for 20 minutes. In total, the presentation and class facilitation should be 40 minutes long for pairs of students and 50 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 May 15th. A randomizer will be used to determine the order of topic selection. Presentations will begin the week of May 29th.

Assessment Presentations: Students who present on an assessment technique/test/tool should provide adequate background information on the method of assessment as well as the psychopathology they have chosen (i.e., major depressive disorder, schizophrenia). They should review research findings on validity and reliability, discuss clinical utility and feasibility, and make comparisons, where appropriate, to other assessment methods 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 therapeutic modality and treatment as well as their chosen psychopathology. Students should review treatment outcome research including research on efficacy, effectiveness, and potential mediators or moderators of treatment outcomes.

Seminar Facilitation: In addition, students will be required to develop at least three discussion questions as a group, which they will raise and facilitate altogether. Discussion questions can be presented during the presentation or afterwards during a designated discussion period at the end of their presentations. Student presenters will be graded on their ability to respond thoughtfully to comments from the class and engage in process-oriented techniques (i.e., encouraging dialogue between their peers).

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 seminar 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 presentation slides with references by 5:00 PM the day before their presentation.



Essay 1: Compare and Contrast Assessment Methods (15% of final grade)
Due Tuesday July 4th, 2023

Students will submit a paper evaluating two assessment techniques for one DSM-5 disorder of their choosing. 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.

Students must ensure that key concepts from the course are applied (e.g., evaluating empirical support, highlighting validity, reliability, utility, feasibility, etc.) and supported using empirical evidence (i.e., literature review). Students should provide guidelines for implementation and propose possible future directions for clinical practice and/or research, if any.

Students will submit their topic and two citations of empirical papers they have found on Quercus on or before June 5th, 2023 for review and approval. The paper should be 5-7 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: Case Conceptualization and Treatment Plan (25% of final grade)
Due Tuesday August 8th, 2023

Students will write a paper that provides an evidence-based case conceptualization as well as assessment and treatment plan for a fictional client. Students will choose and respond to **one case study** provided by the instructor. The case studies will provide relevant sociodemographic and clinical information about each client.

Students should describe the diagnosis as well as relevant assessment methods, theoretical models, and treatment modalities/interventions to provide context for the reader. They should address cultural and equity factors in their plan. Students should use empirical evidence (i.e., sources discussed in class, in student presentations, outside research) to support their arguments and decisions. Appropriate academic sources for this assignment include academic books (not textbooks) and peer-reviewed journal articles.

This paper should be 6-7 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 May 8, 2023	Introduction to the course and syllabus review	Syllabus
Week 2 May 15, 2023	Review of Psychological Measurement: Reliability and Validity Assessor vs. Algorithm: The Accuracy of Clinical and Mechanical Prediction Methods ** Presentation partners, topics, and dates assigned today.	Jhangiani, R.S., Chiang, I.A., Cuttler, C., & Leighton, D.C. (2020). Chapter 4: Psychological measurement. <i>Research Methods in Psychology</i> (4 th 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. <i>Psychology, Public Policy, and Law</i> , 2(2), 293-323.
Week 3 May 22, 2023	No class – University closed for Victoria Day	
Week 4 May 29, 2023	Categorical and Dimensional Models of Psychopathology ** Presentations start today	Cuthbert, B. N., & Kozak, M. J. (2013). Constructing constructs for psychopathology: The NIMH research domain criteria. <i>Journal of Abnormal Psychology</i> , 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. <i>Journal of Abnormal Psychology</i> , 126(4), 454-476.



<p>Week 5 June 5, 2023</p>	<p>The Multi-Modal Assessment: Self-Report Methodologies and Structured Diagnostic Interviews</p> <p>** Essay 1 topics and citations must be submitted by this date on Quercus.</p>	<p>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. <i>International Journal of Methods in Psychiatric Research</i>, 18, 169-184.</p> <p>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. <i>Journal of Consulting and Clinical Psychology</i>, 81, 650-659</p>
<p>Week 6 June 12, 2023</p>	<p>Self-Knowledge and Psychopathology: Informant Perspectives in Psychological Assessment</p>	<p>Clifton, A., Turkheimer, E., Oltmanns, T.F. (2005). Self- and peer perspectives on pathological personality traits and interpersonal problems. <i>Psychological Assessment</i>, 17(2), 123-131.</p> <p>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? <i>Conscious Cognition</i>, 14(4), 739-751.</p>
<p>Week 7 June 19, 2023</p>	<p>Culturally Competent and Culturally Humble Assessment Practices</p>	<p>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. <i>The British Journal of Psychiatry: The Journal of Mental Science</i>, 210(4), 290–297.</p> <p>Ansloos, J., Stewart, S., Fellner, K., Goodwill, A., Graham, H., ... Harder, H. (2019). Indigenous peoples and professional training in psychology in Canada. <i>Canadian Psychology/Psychologie Canadienne</i>, 60(4), 265-280.</p>



Week 8 June 26, 2023	From Assessment to Treatment: Evidence-Based Case Conceptualization and Treatment No presentation today – Second half of class is for essay support.	Christon, L.M., McLeod, B.D., & Jensen-Doss, A. (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. <i>Cognitive and Behavioral Practice</i> , 22, 36-48.
Week 9 July 3, 2023	No class – University closed for Canada Day. ** Essay 1 due Tuesday July 4th at 11:59 pm	
Week 10 July 10, 2023	Cognitive Theories (Applications to Mood Disorders)	Beck, AT. (1963). Thinking and depression I: Idiosyncratic content and cognitive distortions. <i>Archives of General Psychiatry</i> , 9(4), 324-333.
Week 11 July 17, 2023	Learning Theories (Applications to Anxiety Disorders)	Pearce, JM, Bouton, ME. (2001). Theories of associative learning in animals. <i>Annual review of psychology</i> , 52(1), 111-139. Craske, MG, Treanor, M, Conway, C, Zbozinek, T, Vervliet, B. (2014). Maximizing Exposure Therapy: An Inhibitory Learning Approach. <i>Behavior Research and Therapy</i> , 58, 10-23.
Week 12 July 24, 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. <i>American Psychologist</i> , 55(1), 68.
Week 13 July 31, 2023	Major Theories and Models of Sensation and Perception (Applications to Psychosis)	Prinz, J. (2006). Beyond appearances: The content of sensation and perception. <i>Perceptual experience</i> , 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. <i>Psychological Medicine</i> , 30(5), 1131 – 1139.
Week 14 August 8, 2023 (Tuesday)	No class Essay 2 due at 11:59 pm on Tuesday August 8th, 2023	

University of Toronto Scarborough Policies

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This may include materials required to complete activities and assignments, as well as important announcements. New information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for this course. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

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. 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 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. I 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 me 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 contact the [AccessAbility Services Office](#) as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email ability.uts@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.

Department of Psychology 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.
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- 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 **PSYD33H3 Y LEC01** is: **nicole.cosentino@mail.utoronto.ca**

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 **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email the course email 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 the course email 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 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. **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 missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.