



UNIVERSITY OF
TORONTO
SCARBOROUGH

Summer 2023
PSYD33H3S: Current Topics in Clinical Psychology

Seminar Time: Thursday from 9:10 am – 11:00 am

Location: MW 110

Instructors: Tahira Gulamani, MA

Office Hours: By appointment only

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. 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

Attendance and Student Engagement (20% of final grade)

This course has been designed as a seminar. Students are expected to **attend 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.

Popular Press Assignment (15%)

Students will watch a movie or tv show of a portrayal or discussion of clinical psychology or clinical psychologists. 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 behave this way?) This popular press assignment should be 5 pages, double spaced, in APA format, and should highlight and discuss links to course content.

Students can choose from the following movies and/or tv shows:

- 13 Reasons Why
- Silver Linings Playbook
- Black Swan
- A Beautiful Mind
- Shrinking
- The Patient
- The Perks of Being a Wallflower

If you have another tv show or movie that you prefer to watch, please get approval by the instructor by June 15th, 2023.

Reflection Papers (20%; 2 @ 10% each)

Students will submit **two** reflection papers throughout the course in either week 3, 4, 5, 6. Each reflection paper will be worth 10% of the final grade. 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 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. Papers should be submitted via Quercus on the Tuesday before class by 11:59pm EST.

Project

The field of clinical psychology has historically faced many different controversies, and several remain highly relevant to research and clinical practice today. For this project, you will ultimately prepare a presentation and term paper on a controversy in clinical psychology that interests you. *Students must have their presentation topic approved by the instructor by May 25th, 2023 (Week 3).*

Seminar Presentation (20%)

Student will prepare and present a PowerPoint presentation on a topic of their choice related to clinical psychology. Presentations will be 10-12mins in length and will include an introduction to the topic, existing research on the topic, including the different “sides” of the controversy, and future directions regarding assessment and or treatment as it relates to the topic. All presentations should include a discussion component.

Final Paper (30%)

Based on the research conducted and the presentation presented, students will prepare a final paper on their chosen topic. The structure of the paper will be to provide a more detailed and balanced scientific perspective on a topic that is supported by original, empirical research studies. The goal is not necessarily to take a stance on a particular issue but instead to present a fair, balanced and empirically supported review of a research area.

The introduction of the paper describes the aim(s) of the review and a list of the topics and subtopics around which the review will be organized.

The main body of the paper presents a logical sequencing of topics and subtopics that logically follow from and address the overall aim(s) of the review. You should use headings and subheadings to organize your writing.

The conclusion section of the paper synthesizes the results of the literature review, which may provide a new perspective on the topic.

The paper should end with a brief description of the major limitations of the review itself (e.g., are there certain topics that fell outside of the scope of the paper that might be informative?) and the individual studies described in the review. It is also important to discuss potential future avenues of research that would help to address questions that could not be fully answered by the review and the available research on the topic.



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 your presentation and submit your final paper to pass the course.

Course Schedule

Date	Topic	Readings
Week 1 May 11, 2023	Introduction to the course and syllabus review	
Week 2 May 18, 2023	What is Clinical Psychology? Introduction to Psychopathology Cultural Practices in Psychology	<p>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, 126</i>(4), 454-476.</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, 210</i>(4), 290–297.</p> <p>Cuthbert, B. N., & Kozak, M. J. (2013). Constructing constructs for psychopathology: The NIMH research domain criteria. <i>Journal of Abnormal Psychology, 122</i>(3), 928-937.</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, 60</i>(4)</p>
Week 3 May 25, 2023	Introduction to Psychotherapy <ul style="list-style-type: none"> • <i>Psychoanalysis</i> • <i>Cognitive Behaviour Therapy</i> • <i>Common Factors</i> 	DeRubeis, R. J., Gelfand, L. A., German, R. E., Fournier, J. C., & Forand, N. R. (2014). Understanding processes of change: How some patients reveal more than others—and some groups of therapists less—about what matters in



	<p>Ethics/Ethical Dilemmas</p> <p>** Topics for your presentation/paper are due today</p>	<p>psychotherapy. <i>Psychotherapy Research</i> , 24 (3), 419-428.</p> <p>Driessen, E., Hegelmaier, L. M., Abbass, A. A., Barber, J. P., Dekker, J. J., Van, H. L., ... & Cuijpers, P. (2015). The efficacy of short-term psychodynamic psychotherapy for depression: A meta-analysis update. <i>Clinical Psychology Review</i>, 42, 1-15.</p> <p>DeRubeis, R. J., Gelfand, L. A., German, R. E., Fournier, J. C., & Forand, N. R. (2014). Understanding processes of change: How some patients reveal more than others—and some groups of therapists less—about what matters in psychotherapy. <i>Psychotherapy Research</i> , 24 (3), 419-428.</p>
Week 4 June 1, 2023	Mood Disorders: Diagnosis and Treatment	Beck, AT. (1963). Thinking and depression I: Idiosyncratic content and cognitive distortions. <i>Archives of General</i>
Week 5 June 8, 2023	Anxiety and Obsessive-Compulsive and Related Disorders: Diagnosis and Treatment	<p>Pearce, JM, Bouton, ME. (2001). Theories of associative learning in animals. <i>Annual review of psychology</i>, 52(1), 111-139.</p> <p>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.</p>
Week 6 June 15, 2023	<p>Intellectual Disabilities</p> <ul style="list-style-type: none"> • ADHD: Diagnosis and Treatment • Guest Lecturer 	Fullen, T., Jones, S.L., Emerson, L.M. <i>et al.</i> Psychological Treatments in Adult ADHD: A Systematic Review. <i>J Psychopathol Behav Assess</i> 42, 500–518 (2020). https://doi.org/10.1007/s10862-020-09794-8
Week 7 June 22, 2023	READING WEEK – NO CLASSES	
Week 8 June 29, 2023	Presentations – (6 spots)	N/A
Week 9 July 6, 2023	Virtual Class: Substance Use Disorder/Cannabis: Diagnosis and Treatment (Guest Lecturer)	(TBD)
Week 10 July 13, 2023	<p>NO CLASS: MOVIE/POPULAR PRESS WEEK</p> <p>Popular Press Assignments due: July 19th 2023 by 11:59pm EST.</p>	
Week 11 July 20, 2023	Presentations – (7 spots)	N/A
Week 12	Presentations (7 spots)	N/A



July 27, 2023		
Week 13 August 3, 2023	Graduate School Talk + Course Wrap Up	N/A

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.uts.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.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.

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.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.