

PSYD33H3– CURRENT TOPICS IN CLINICAL PSYCHOLOGY: FALL 2023

Lecture Time and Location: Wednesday, 15:00 - 17:00 p.m., SW316

Instructor: Charles Orjiakor, Ph.D.

Office Hours and Location: By appointment

E-mail: charles.orjiakor@utoronto.ca

Course Description

The goal of this course is to expose students to some perennial issues/controversies in clinical psychology and psychopathology research, which are not typically covered in introductory and “survey” abnormal/clinical psychology courses. The overall goal and learning objective is to advance and deepen the knowledge base in the area of clinical/abnormal psychology. Classes will be conducted in seminar style and students are expected to have read the assigned material prior to class. All readings are available electronically through the U of T library.

Learning Objectives

- Deepen and broaden knowledge of clinical psychology.
- Increase awareness of controversies in clinical psychology research and methods.
- Increase knowledge base in the assessment of psychopathology.
- Increase knowledge base in the conceptualization of psychopathology.
- Expose students to the use of clinical psychology in applied settings (i.e., the legal system).

Grading and Course Requirements

- | | |
|--|------------------------------------|
| • Five Position Papers - 18% each | <u>Total = 100%</u>
5x18% = 90% |
| • Class attendance and completion of 10 “in class” quizzes – 1% each | 10x1% = 10% |

Position Papers Topics

- | | <u>Due Date</u> |
|---|-----------------|
| 1. Are psychotherapies effective: what is the evidence? | Oct. 4 |
| 2. Are placebo trials in depression treatment studies ethical? | Oct. 18 |
| 3. Do analogue samples in depression research advance meaningfully our knowledge of depression most generally? | Oct. 25 |
| 4. Are RCT designs in psychotherapy research essential and exclusively necessary to advance ESTs? | Nov. 15 |
| 5. Why should the DSM-5 categorical approach to diagnosing personality disorders be replaced by a dimensional approach? | Nov. 29 |

Position Papers Description, Requirements and Grading

1. Essay length is restricted to a maximum of 8 pages, double spaced, double-sided, excluding title page and reference list – all in APA 6th ed. (<http://ctl.utsc.utoronto.ca/twc/apa>)
2. 12 point size font, Times New Roman, 1” margins all around. The paper must be paginated.
3. The title page must include the number of the paper and the title of the paper, i.e. “Paper #1: Do Analogue Samples in Depression Research Advance Meaningfully Our Knowledge of Depression and Its Treatment?”
4. Any deviation from this formatting will result in a one-point deduction for each format deviation. • Must complete and attach at the end of the essay the “Academic Integrity Checklist”
- Papers must be handed in at the beginning of class the day they are due.

- Lateness policy: Position Papers handed in later than the beginning of class on the date they are due will be deducted a full letter grade (10%) and an additional grade (10%) each day late thereafter.
- Exceptions to Lateness policy: There may be instances when there are exceptional circumstances where a paper is turned in late. In such cases, students must submit a request via email to Dr. Orjiakor and receive permission from him via email. If students do not follow this procedure the lateness penalty will apply. In the instance where a student is ill, the student must complete both of the following steps:
 1. E-mail Dr. Orjiakor with a notice prior to the essay deadline.
 2. Present legitimate medical documentation (University of Toronto Student Medical Certificate completed by your doctor) to Dr. Orjiakor **within one week of the missed deadline**. (See also Late Coursework section, page 4).

SCHEDULE

Date	Topic
Sep. 6	INTRODUCTION AND OVERVIEW TO COURSE
Sep. 13	IN-CLASS DISCUSSION IN PREPARATION FOR QUIZES AND POSITION PAPERS LECTURES (No Quiz, But Attendance Will Be Taken)
Sep. 20	<p style="text-align: center;">ARE PSYCHOTHERAPIES EFFECTIVE: WHAT IS THE EVIDENCE? (Quiz # 1; Paper # 1 topic) <u>Readings</u>:</p> <p>Lukat, J., Becker, E., Lavalley, K., Veld, W., & Margraf, J. (2017). Predictors of Incidence, Remission and Relapse of Axis I Mental Disorders in Young Women: A Transdiagnostic Approach.. <i>Clinical psychology & psychotherapy</i>, 24 2, 322-331 . https://doi.org/10.1002/cpp.2026.</p> <p>McAleavey, A., Youn, S., Xiao, H., Castonguay, L., Hayes, J., & Locke, B. (2019). Effectiveness of routine psychotherapy: Method matters. <i>Psychotherapy Research</i>, 29, 139 - 156. https://doi.org/10.1080/10503307.2017.1395921.</p> <p>Optional readings</p> <p>Fonagy, P., Luyten, P., Allison, E., & Campbell, C. (2019). Mentalizing, epistemic trust and the phenomenology of psychotherapy. <i>Psychopathology</i>, 52(2), 94-103</p> <p>Cooper, M., Norcross, J. C., Raymond-Barker, B., & Hogan, T. P. (2019). Psychotherapy preferences of laypersons and mental health professionals: Whose therapy is it?. <i>Psychotherapy</i>, 56(2), 205.</p>

Sep. 27	<p style="text-align: center;">USING ANALOGUE SAMPLES IN DEPRESSION RESEARCH (Quiz # 1; Paper # 1 topic) <u>Readings:</u></p> <p>Coyne, J.C. (1994). Self-reported distress: Analog or ersatz depression? <i>Psychological Bulletin</i>, 116, 29-45.</p> <p>Vredenburg, K., Flett, G.L., & Krames, L. (1993). Analogue versus clinical depression: A critical reappraisal. <i>Psychological Bulletin</i>, 113, 327-334.</p> <p><u>Optional readings:</u></p> <p>Cox, B.J., Enns, M.Q., Borger, S.C., & Parker, J.D.A. (1999). The nature of depressive experiences in analogue and clinically depressed samples. <i>Behaviour Research and Therapy</i>, 37, 15-24.</p> <p>Flett, G.L., Vredenburg, K., & Krames, L. (1997). The continuity of depression in clinical and non-clinical samples. <i>Psychological Bulletin</i>, 121, 395-416.</p>
Oct. 4	<p style="text-align: center;">CONCEPTUAL & PRACTICAL ISSUES IN THE ASSESSMENT OF PSYCHOPATHOLOGY (Quiz # 3; Paper # 1 due) <u>Readings:</u></p> <p>Ben-Porath, Y.S. (2003). Assessing personality and psychopathology with self-report inventories. In J.R. Graham and J.A. Naglieri (Eds.), <i>Handbook of psychology: Assessment psychology</i>, (Vol. 10, pp. 553-577). Hoboken, NJ: John Wiley & Sons.</p>
Oct. 11	READING WEEK
Oct. 18	<p style="text-align: center;">RESTRUCTURING DSM MOOD & ANXIETY DISORDERS (Quiz # 4; Paper # 2 due;) <u>Readings:</u></p> <p>Watson, D. (2005). Rethinking the mood and anxiety disorders: A quantitative hierarchical model for DSM-V. <i>Journal of Abnormal Psychology</i>, 114, 522-536.</p>
Oct. 25	<p style="text-align: center;">THE OBJECTIVE ASSESSMENT OF PSYCHOPATHOLOGY: MMPI-2-RF (Quiz #5; Paper # 3 due) <u>Readings:</u></p> <p>Sellbom, M. (2019). The MMPI-2-Restructured Form (MMPI-2-RF): Assessment of Personality and Psychopathology in the Twenty-First Century. <i>Annual Review of Clinical Psychology</i>, 15(1), 149–177. https://doi.org/10.1146/annurev-clinpsy-050718-095701</p>
Nov. 1	<p style="text-align: center;">VALIDITY OF RCT METHODOLOGY - Part 1 (Quiz #6; Paper # 4 topic) <u>Readings:</u></p> <p>Westen, D., Novotny, C.M., Thompson-Brenner, H. (2004). The empirical status of empirically supported psychotherapies: Assumptions, findings, and reporting in controlled clinical trials. <i>Psychological Bulletin</i>, 130, 631-663. Pages 631-643.</p>

Nov. 8	<p style="text-align: center;">VALIDITY OF RCT METHODOLOGY - Part 2 (Quiz # 7; Paper # 4 topic) <u>Readings:</u></p> <p>Westen, D., Novotny, C. M., Thompson-Brenner, H. (2004). The Empirical Status of Empirically Supported Psychotherapies: Assumptions, Findings, and Reporting in Controlled Clinical Trials. <i>Psychological Bulletin</i>, 130, 631-663. Pages 643-663.</p> <p><u>Optional – may be needed for paper:</u></p> <p>Ablon, J.S., & Marci, C. (2004). Psychotherapy process: The missing link: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin</i>, 130, 664-668.</p> <p>Goldfried, M.R., & Eubanks-Carter, C. (2004). On the need for a new psychotherapy research paradigm: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin</i>, 130, 669-673.</p> <p>Haaga, D.A.F. (2004). A healthy dose of criticism for randomized trials: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin</i>, 130, 674-676.</p> <p>Westen, D., Novotny, C.M., & Thompson-Brenner, H. (2004). The next generation of psychotherapy research: Reply to Ablon and Marci (2004), Goldfried and Eubanks-Carter (2004), and Haaga (2004). <i>Psychological Bulletin</i>, 130, 677-683.</p> <p>Crits-Christoph, P., Wilson, G.T., & Hollon, S.D. (2005). Empirically supported psychotherapies: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin</i>, 131, 412-417.</p> <p>Weisz, J.R., Weersing, V.R., & Henggeler, S.W. (2005). Jousting with straw men: Comment on Westen, Novotny, and Thompson-Brenner (2004). <i>Psychological Bulletin</i>, 131, 418-426.</p> <p>Westen, D., Novotny, C.M., & Thompson-Brenner, H. (2005). EBP ≠ EST: Reply to Crits-Christoph et al. (2005) and Weisz et al. (2005). <i>Psychological Bulletin</i>, 131, 427-433.</p>
Nov. 15	<p style="text-align: center;">THE OBJECTIVE ASSESSMENT OF PERSONALITY PSYCHOPATHOLOGY (Quiz # 8; Paper #5 topic; <u>Paper # 4 due</u>)</p> <p><u>Readings:</u></p>
	<p>Clark, L.A. (2007). Assessment and diagnosis of personality disorder: Perennial issues and an emerging reconceptualization. <i>Annual Review of Psychology</i>, 58, 227-257.</p> <p>Bagby, R.M. (2013). Introduction to special issue on the Personality Inventory for DSM-5. <i>Assessment</i>, 20, 267-268.</p> <p>Bagby, R.M. & Widiger, T.A. (in press). Assessment of ICD-11 dimensional trait model: Introduction to Special Section. <i>Psychological Assessment</i>.</p> <p>Widiger, T.A., & Trull, T.J. (2007). Plate tectonics in the classification of personality disorder: Shifting to a dimensional model. <i>American Psychologist</i>, 62, 71-83.</p>
Nov. 22	<p style="text-align: center;">INFORMANT VS. SELF-REPORT ASSESSMENT OF PSYCHOLOGY (Quiz # 9) <u>Readings:</u></p> <p>Oltmanns, T. F., & Turkheimer, E. (2009). Person perception and personality pathology. <i>Current Directions in Psychological Science</i>, 18(1), 32-36.</p> <p>Samuel, D. B., & Bucher, M. A. (2017). Assessing the assessors: The feasibility and validity of clinicians as a source for personality disorder research. <i>Personality Disorders: Theory, Research, and Treatment</i>, 8(2), 104-112.</p>

Nov. 29	MENTAL HEALTH AND THE LAW (Quiz #10; <u>Paper # 5 due</u>) <i>Special</i> <u>Readings:</u> Otto, R. K., & Heilbrun, K. (2019). The practice of forensic psychology: A look toward the future in light of the past. In <i>Clinical Forensic Psychology and Law</i> (pp. 467-480). Routledge. TBA.
---------	--

Policies for this Course Regarding Grading, Late Assignments and Missed Group Presentations:

Grading: Any concern about grading on any course evaluation should be made in writing to Dr. Orjiakor within one week of receiving the graded material and should detail the point of contention. Please note that a re-grading may possibly result in a lower grade.

Grade Scales and Meaning of Grades

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 - 100%	A+	4.0
85 - 89%	A	4.0
80 - 84%	A-	3.7
77 - 79%	B+	3.3
73 - 76%	B	3.0
70 - 72%	B-	2.7
67 - 69%	C+	2.3
63 - 66%	C	2.0
60 - 62%	C-	1.7
57 - 59%	D+	1.3
53 - 56%	D	1.0
50 - 52%	D-	0.7
0 - 49%	F	0.0

POLICIES

UNIVERSITY'S PLAGIARISM DETECTION TOOL

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>).

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.

EQUITY, DIVERSITY AND 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.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

UNIVERSITY LAND ACKNOWLEDGEMENT

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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 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 416-287-7560 or email ability.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

USE OF GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

RECORDING OF CLASSROOM MATERIAL BY STUDENTS

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.

MISSED TERM WORK POLICY

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 procedure outlined below.

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to [<course email>](#) according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a <i>first absence</i> in the term	Documentation required for <i>subsequent absences</i> in the term	Deadline for submitting MTW form and supporting documentation
------------------------	---	---	---

Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	<p>For missed TERM TESTS,</p> <ul style="list-style-type: none"> - Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. <p>For missed ASSIGNMENTS,</p> <ul style="list-style-type: none"> - 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), send your Accommodation Letter to the course email and specify 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), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar’s Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.

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

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations 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.

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.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

Academic Integrity Checklist

PSYD33H3-W-LECO1 – Current Topics in Abnormal Psychology: Fall 2023 Course

Instructor: Tochukwu Charles Orjiakor

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____

Signature: _____

Date: _____