PSYC38: Adult Psychopathology

Instructor
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Teaching Assistants
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Class Time & Location
Tuesdays 1:00pm – 3:00pm
Location: MW 170

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Office Hours
Wednesdays: 4:00pm – 5:00pm
Location: Virtual [Click here for Link]

Course Description

This course will provide an advanced understanding of mental disorders. Course content will focus on an advanced understanding of etiological theories, psychopathology, and treatment of mental health disorders. Theory and research will be discussed emphasizing domains of biological, psychological, and social domains of functioning. The influence of diversity factors such as cultural, gender, sexuality, and ethnicity will be discussed in the etiology and presentation of psychopathology. Disorder-specific theories and treatments will be discussed in addition to discussion of transdiagnostic theories and treatment. Special emphasis will be placed on discussing how etiological theories have informed the development of evidence-based treatments and vice-versa.

Learning Outcomes

Upon successful completion of this course, students should be able to:
1. Describe the major etiological models of psychopathology
2. Describe the major evidence-based treatment modalities for psychopathology
3. Compare and contrast diagnosis-specific and transdiagnostic etiological theories and treatments
4. Apply knowledge of etiological treatment models for psychopathology to develop novel research questions
5. Understand how diversity (cultural, gender, sexuality, ethnicity, etc.) affects the development and presentation of psychopathology.

Required Reading

Craighead, W.E., Miklowitz, D.J., & Craighead, L.W. (2017). *Psychopathology: History, Diagnosis, and Empirical Foundations. 3rd ed.* Wiley: New York.

Course Requirements

1. Midterm Exam (40%)

2. Final Exam (40%)

3. Research Poster Presentation (20%)

Exams:

Exams will consist of multiple choice questions and are non-cumulative. The midterm exam will cover material from the first half of the course and the final exam will cover material from the second half of the course.

Research Poster Presentation:

Students will be randomly assigned to groups of 5 and will be responsible for developing a research poster presentation. Each presentation will be pre-recorded with a voiceover of the poster presentation. Every group member is expected to contribute to both the creation of the poster and to the delivery of the presentation. 5% of the final grade will be calculated based on peer ratings of contribution to the group.

Groups will be randomly assigned a disorder that is discussed during the course and will be required to develop a proposed research study to examine an unanswered question in the field. A selection of posters will be chosed for presentation and discussion on the final day of class.

Format:

There are 12 classes. The first 11 classes will involve discussion of mental health disorders. The final class will be dedicated to the research poster presentations. All students are expected to read the required reading(s) for the week. The required reading(s) will provide an overview of the concept being discussed that week.

Weekly Course Outline

Jan 9   Week 1: Diagnosis: Conceptual Issues and Controversies

- Chapter 1

Jan 16 Week 2: Generalized Anxiety Disorder & Posttraumatic Stress Disorder

- Chapters 4 & 6

Jan 23 Week 3: Obsessive-Compulsive and Related Disorders

- Chapter 5

Jan 30 Week 4: Depressive Disorders

- Chapter 7

Feb 6   Week 5: MIDTERM EXAM

Feb 13 Week 6: Schizophrenia and the Psychosis Spectrum

- Chapter 10

Feb 20 READING WEEK

Feb 27 Week 7: Bipolar Disorders

- Chapter 8

Mar 6   Week 8: Substance Use Disorders

- Chapter 11

Mar 13 Week 9: Eating Disorders

- Chapter 12

Mar 20 Week 10: Borderline Personality Disorder

- Chapter 14

Mar 27 Week 11: TBD

Apr 3   Week 12: Research Poster Presentations

Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and 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 PSYD33. You may need to scroll through other cards to find this. Click on the PSYD33 link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

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.utsc@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.

DEPARTMENT OF PSYCHOLOGY POLICIES

Missed Term Work Policy

Using the Missed Term Work policy below is **optional**. You may prefer to develop your own system (ex. you could create your own online form instead of using our MTW form), but you must account for the following:
- If there are legitimate, documented reasons beyond a student's control for missed work, they should be accommodated **without academic penalty** (as per the Academic Handbook, 6.6)
- Students who miss a term test for an acceptable reason (e.g. illness or bereavement) **should be offered a make-up test**. For some courses it may be appropriate to allocate the value of the missed test to another test, or other piece(s) of term work, but this is **strongly discouraged** (as per the Academic Handbook, 7.3)
- For a **first absence** in a course, students may simply **declare their absence on ACORN**. They can declare absence only once per term, for a period of up to 7 days. ACORN absence declarations should be considered sufficient documentation for missed work.
- If a student is **away more than once** in the term, they cannot declare additional absences on ACORN. In these cases, you have the **option to request proof** of their second+ absence, for example:
  - A University approved Verification of Illness (VOI) form
  - A death certificate, funeral announcement, or other supporting document for bereavement
  - A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the student's claims, sent directly to the instructor by email

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 m.best@utoronto.ca according to the instructions specified below.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a *first absence* in the term	Documentation required for *subsequent absences* in the term	Deadline for submitting MTW form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	**WITHIN 2 BUSINESS DAYS** of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	**WITHIN 2 BUSINESS DAYS** 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	**10 BUSINESS DAYS IN ADVANCE** of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	For missed ***TERM TESTS,*** - **Contact your AccessAbility consultant** and have them write to the course email detailing the accommodations needed. For missed ***ASSIGNMENTS,*** - 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.		**PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE**
Academic Conflict	Screenshot from Quercus demonstrating the conflict.		

(e.g. two midterms at the same time)		**10 BUSINESS DAYS IN ADVANCE** 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 <u>not</u> considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are <u>not</u> 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 <u>repeat</u> 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 <u>make-up</u> 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.