

Introduction to Clinical Psychology

PSYB32

Web Option Asynchronous Lectures

&

Synchronous Remote Supplement Lectures

(5:00pm to 6:00pm on Thursdays during lecture
weeks)

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Office Hours: by remote platform and appointment only

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Course Overview

Throughout history, whether a person's behavior is labeled impaired often has depended on the cultural norms for appropriate behavior and the gender and ethnicity of the person. Current definitions of impairment focus on the person's ability to function in daily life and his or her level of distress and grasp of reality. Many biological and psychological tests are used to assess people's functioning and well-being. The information gathered in these tests is compared to criteria for diagnosing psychological disorders provided in guidebooks such as the DSM. Several modern biological and psychological theories provide different ways of understanding and treating people with psychological disorders. Most disorders appear to be influenced both by biological and psychosocial factors, and theories integrating these factors have proven most useful in understanding and treating abnormality.

The disorders that we will look at in detail involve maladaptive and distressing emotions, thoughts, cognitive deficits and behaviors that are often chronic and pervade every aspect of people's lives. For example, people with anxiety disorders and mood disorders frequently experience extreme emotional distress that severely interferes with their ability to function in life. Biology, stressful experiences, and maladaptive ways of thinking all appear to contribute to the anxiety and mood disorders. Fortunately, there are several effective biological and psychosocial treatments for these disorders. In addition, psychosis is a loss of touch with reality, and is the hallmark of the disorder called schizophrenia. Schizophrenia probably has strong biological roots but can be influenced by environmental stress. Moreover, people with personality disorders maintain a consistent personality style, but it is a highly maladaptive style for them and for people around them. As well, cognitive disorders that are progressive in nature (e.g., Alzheimer's disease, frontotemporal dementia) can have crippling effects and are becoming ever more prevalent given the burgeoning elderly population.

After reviewing the aforementioned disorders, and more, and understanding the nature of methodology, assessment, diagnosis, and treatment, it is hoped that this course will introduce the student to the field of clinical psychology.

Learning Outcomes:

1. An understanding of various psychological disorders
2. An understanding of methods used to help determine the cause of psychological disorders
3. An understanding of how to assess and diagnose psychological disorders
4. An understanding of treatment options for psychological disorders
5. And most importantly, to understand and assimilate the principles of empathy and unconditional positive regard in our approach to *all* beings, human or otherwise.

Important Notes:

- Please note that completing this course does NOT make you qualified to call yourself a psychologist, conduct therapy/assessments, or provide clinical diagnoses. This is an introduction to the field of clinical psychology.
- There will be a handful of persons invited to give brief presentations as it relates to course content. To this end, please review the course outline carefully. These health care professionals and former students will join us to share their experience and understanding of specific course content. There may be some content that some individuals might find offensive and/or triggering—such is the case when our topic is clinical psychology. Again, these presentations are meant to introduce you to the field. Please think carefully about your personal circumstances and whether this course is appropriate for you.
- For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms or via remote delivery is strictly prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

Important Notes

- A. All course related inquiries are to be directed to the course E-Mail address as provided on the first page.
- B. Every enrolled student must ensure that they have access to the course website via the UTSC Quercus. All course related content will be posted here (e.g., lecture slides, important announcements, and midterm grades).
- C. All students need to ensure that they have the necessary prerequisites for this course. If this course is taken without having completed the prerequisites, the registrar will not allow you credit for this course at the time of graduation. This can jeopardize the completion of your degree.
- D. This course is being delivered via WEB OPTION! If you were expecting an in-class room lecture with the professor, this course is not for you. It is amazing to us that students will enroll in a WEB OPTION only course and at course end, complain that there were no in-class lectures. Please don't be one of these students!
- Every enrolled student must ensure that they have access to the course website via the UTSC Quercus Portal. All course related content will be posted here (e.g., lecture slides, supplementary readings, important announcements, and so on). The only format that will be used for all posted documents is Adobe PDF. Free reading software is available at www.adobe.com.
 - For reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms or via remote delivery is strictly prohibited. This is outlined in the Provost's guidelines on Appropriate Use of Information and Communication Technology. Note, however, that these guidelines include the provision that students may obtain consent to record lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."

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").

Email **BOTH** your MTW Form and Supporting Documentation to PSYB32UTSC@gmail.com 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	<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	For missed TERM TESTS , <ul style="list-style-type: none">- Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. For missed ASSIGNMENTS , <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		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>

	<p>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.</p>	
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.	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 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.

The email address to submit missed term work accommodation requests in
PSYB32UTSC@gmail.com

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

We 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.

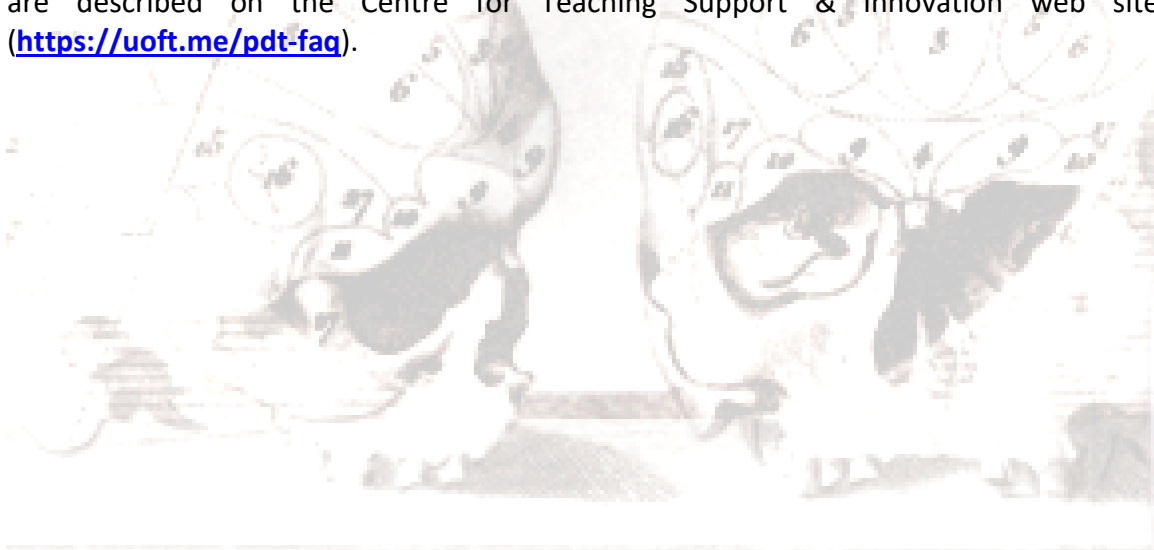
The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in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

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>).



Textbook:

Abnormal Psychology (Sixth Canadian Edition)

By: Davidson, Blankstein, Flett & Neal

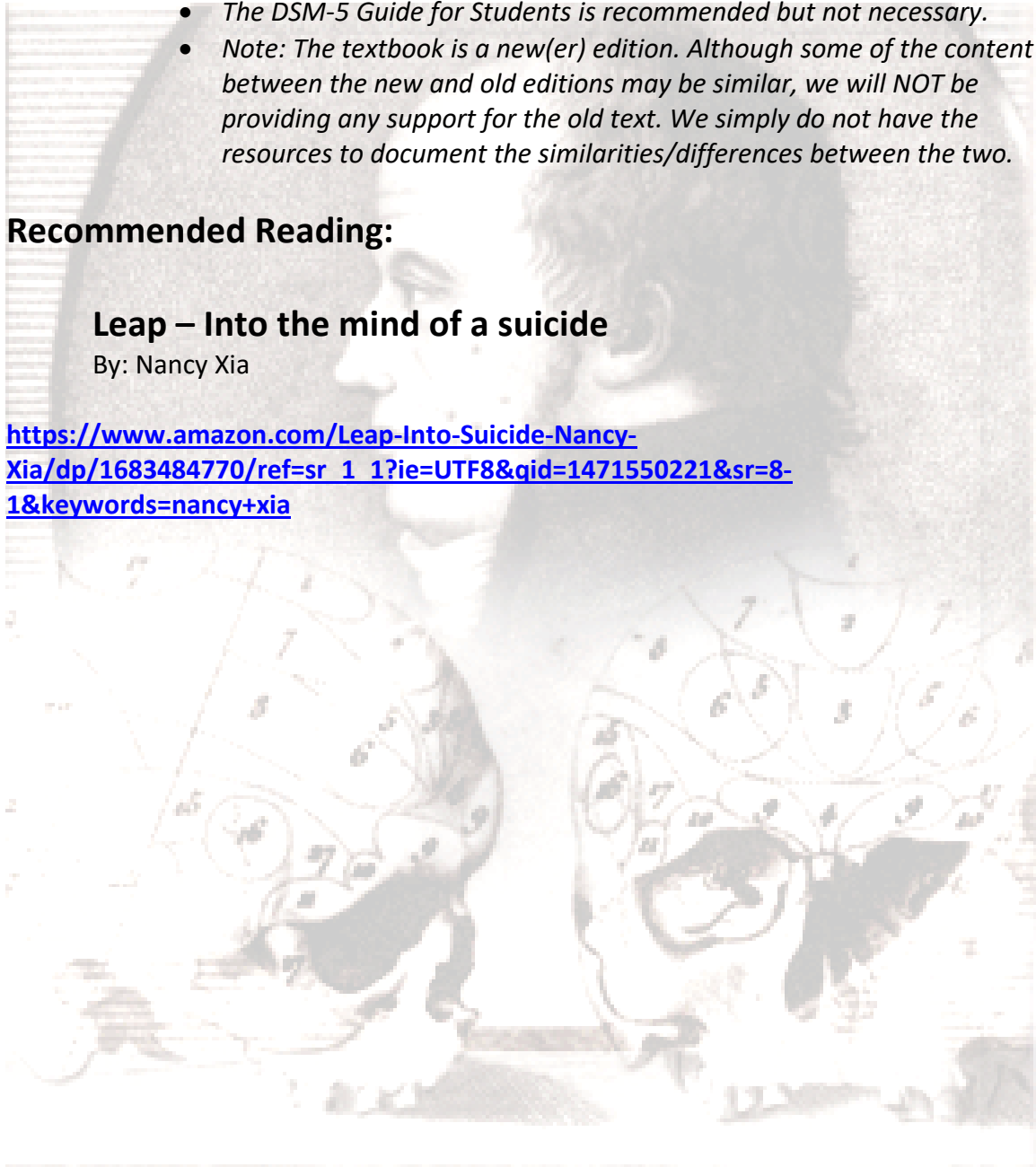
- *The DSM-5 Guide for Students is recommended but not necessary.*
- *Note: The textbook is a new(er) edition. Although some of the content between the new and old editions may be similar, we will NOT be providing any support for the old text. We simply do not have the resources to document the similarities/differences between the two.*

Recommended Reading:

Leap – Into the mind of a suicide

By: Nancy Xia

https://www.amazon.com/Leap-Into-Suicide-Nancy-Xia/dp/1683484770/ref=sr_1_1?ie=UTF8&qid=1471550221&sr=8-1&keywords=nancy+xia



Grading Scheme:

(1) First Examination worth 30% of your final grade

- *Your 1st examination will consist of 45 multiple-choice questions and will be held remotely via Quercus quizzes*

(2) Second Examination worth 30% of your final grade

- *Your 2nd examination will consist of 45 multiple-choice questions and will be held remotely via Quercus quizzes*

(3) Final Examination worth 40% of your final grade

- *Your final examination will consist of 45 multiple-choice questions and two short-answer questions and will be held remotely via Quercus quizzes*

Note: These lectures were pre-recorded. You may hear references to written assignments in the lectures. This does not apply to you. Your performance will be evaluated by midterm 1, midterm 2, and the final exam, as described above. There are no written assignments this term.

Important Dates: 2024 Summer Session

Please visit:

<https://www.utsc.utoronto.ca/registrar/summer-2024-academic-dates>

Lecture Dates and Readings:

- Lectures will be posted AFTER the INITIAL supplementary lecture takes place and on THURSDAYS of each week hereafter, which will act as the impetus for discussion for each Thursday's supplementary lecture.
- The "live" remote supplementary lectures will be held on Thursdays (only on weeks we have a lecture). The information to join the supplement lectures is provided below and will be posted in a course announcement.
 - Please be sure to join each week for our remote (i.e., via Zoom) synchronous supplement lectures where Dr. Zakzanis will reflect on the material from lecture and engage the class in further discussion and answer questions. Guest scientists and clinicians will also be invited to participate.
 - Supplementary lectures are recommended but are not testable material.
 - These occur every week there is a lecture on Thursdays, at 5:00pm to 6:00p. They will also be recorded and made available if you are unable to attend remotely.

Topic: PsyB32 Live Supplementary Synchronous Lecture with Professor Zakzanis

May 9, 2024 05:00 PM
May 16, 2024 05:00 PM
May 23, 2024 05:00 PM
May 30, 2024 05:00 PM
Jun 13, 2024 05:00 PM
Jun 27, 2024 05:00 PM
Jul 4, 2024 05:00 PM
Jul 18, 2024 05:00 PM
Jul 25, 2024 05:00 PM
Aug 1, 2024 05:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: https://utoronto.zoom.us/join/98tyKuGpqz0sHNeSsxqGRpwcGY_oM-7ztmZejadrqCq8CDVyVhvnluNuEZ4nBNDk

Join Zoom Meeting

<https://utoronto.zoom.us/j/81566637331>

Meeting ID: 815 6663 7331

Passcode: 175868

One tap mobile

+13126266799,,81566637331#,,,,*175868# US (Chicago)

+13462487799,,81566637331#,,,,*175868# US (Houston)

Dial by your location

- +1 312 626 6799 US (Chicago)
- +1 346 248 7799 US (Houston)
- +1 470 250 9358 US (Atlanta)
- +1 470 381 2552 US (Atlanta)
- +1 602 753 0140 US (Phoenix)
- +1 646 518 9805 US (New York)
- +1 646 558 8656 US (New York)
- +1 651 372 8299 US (Minnesota)
- +1 669 219 2599 US (San Jose)
- +1 669 900 6833 US (San Jose)
- +1 720 928 9299 US (Denver)
- +1 786 635 1003 US (Miami)
- +1 971 247 1195 US (Portland)
- +1 206 337 9723 US (Seattle)
- +1 213 338 8477 US (Los Angeles)

- +1 253 215 8782 US (Tacoma)
- +1 267 831 0333 US (Philadelphia)
- +1 301 715 8592 US (Washington DC)

Meeting ID: 815 6663 7331

Passcode: 175868

Find your local number:

<https://utoronto.zoom.us/j/81566637331>

Join by SIP

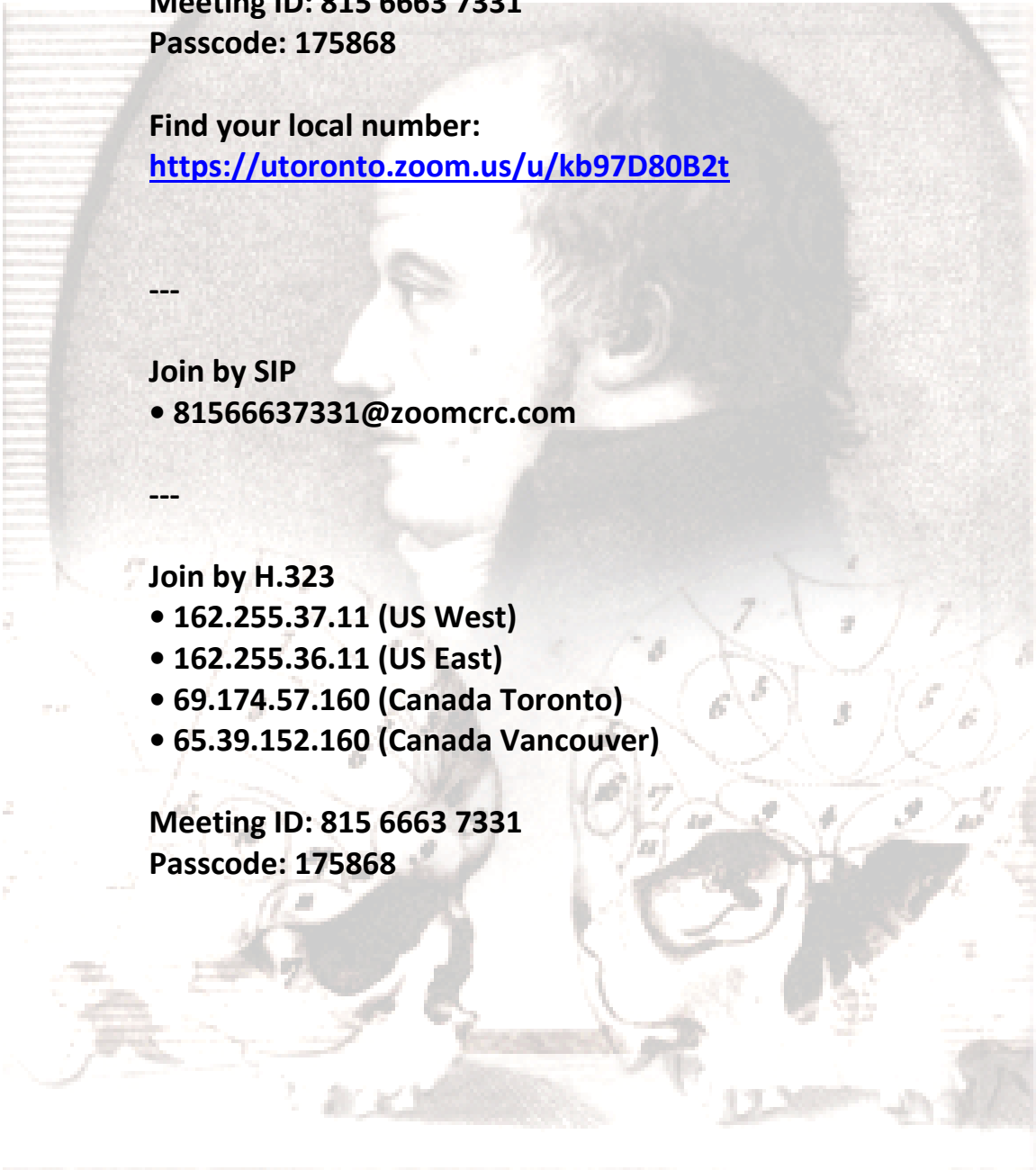
- **81566637331@zoomcrc.com**

Join by H.323

- **162.255.37.11 (US West)**
- **162.255.36.11 (US East)**
- **69.174.57.160 (Canada Toronto)**
- **65.39.152.160 (Canada Vancouver)**

Meeting ID: 815 6663 7331

Passcode: 175868



PRE-RECORDED LECTURES:

Week of May 6:

Welcome; Course Description and Requirements & Questions Answered

Readings: Chapter 1: Introduction, Definitional and Historical Considerations

Guest: Dr. Donald A. Young

Week of May 13:

Readings: Chapter 2: Current Paradigms and the Integrative Approaches

Week of May 20:

Readings: Chapter 3: Clinical Assessment, Classification and Diagnosis

Week of May 27:

Readings: Chapter 4: Research Methods in the Study of Abnormal Behaviour

Week of June 3:

First Examination worth 30% of your final grade

The exam will consist of 45 multiple choice questions from chapters 1-4. Details regarding the time and exam itself will be posted on Quercus one week prior.

Week of June 10:

Readings:

Chapter 5: Anxiety Disorders

Chapter 7: Somatic Symptom Disorders and Dissociative Disorders

Guest: Christopher Rodriguez, Gestalt Institute

Week of June 17:

Reading Week (no class)

Week of June 24:

Readings: Chapter 8: Mood Disorders and Suicide

Guest: Nancy

Week of July 1:

Readings: Chapter 10: Eating Disorders

Guest: Candice

Week of July 8:

Readings: Chapter 11: Schizophrenia

Guest: Neil

Week of July 15:

Second Examination worth 30% of your final grade

The exam will consist of 45 multiple choice questions from chapters 5, 7, 8, 10. Details regarding the time and the exam itself will be posted on Quercus one week prior.

Week of July 22:

Readings: Chapter 13: Personality Disorders

Guest: Dr. Kyrsten Grimes.

Week of July 29:

Readings: Chapter 16: Aging and Psychological Disorders

August 10 to August 23:

Final Examination Period

Your Final Examination is worth 40% of your final grade and will consist of 45 multiple-choice questions and two short answer questions. The multiple-choice questions will focus on material from chapters 11, 13 and 16. The short answer questions will cover content from all lectures (i.e., chapters 1-5, 7, 8, 10, 11, 13, and 16).

The registrar is responsible for scheduling final exams. You will be notified of the date and time as soon as it becomes available.

As soon as they are finalized, examination schedules are posted on the web at: <http://www.utsc.utoronto.ca/registrar>

Frequently Asked Questions:

Q: *I missed the midterm. Can I write the makeup?*

A: Carefully read the information located under ***“Missed Term Work due to Medical Illness or Emergency”*** above.

Q: ***I will be outside of the country during the test. Can I write the makeup?***

A: No. As a responsible student, you are expected to plan excursions accordingly. As soon as the registrar sends us a copy of the midterm/final examination schedule, we will post an announcement.

Q: ***I don’t have all the pre-requisites for this course. Can I still be enrolled?***

A: No. Pre-requisites are in place for a reason; many of the concepts build upon the content learned from prior courses. Allowing an exception would be unfair to the other students who took the pre-requisites.

Q: ***I am not happy with my mark; is there anything I can do to improve it – like an extracurricular assignment?***

A: The best way to improve a mark is to study, study, study. The more you review the material, the more you will be able to ‘speak the language’ of clinical psychology. Ask us questions – we’re here for you. Sorry, no extracurricular assignments.

Q: ***I missed the makeup; can I write another exam or can I have my marks reweighed?***

A: If you have another valid medical reason for missing the makeup, please follow the instructions outlined on the previous page for missed term work.

Q: ***I am on academic probation, and I need to bump up my final mark; otherwise, I will be kicked out of school! Can you please bump my mark?***

A: This situation is unfortunate and as much as we would like to help, it would be unethical and unfair to the rest of the students to bump a mark for an individual. Please do not email us with this type of request.