

PSYB32: Introduction to Clinical Psychology

Winter 2025

<u>Class Time/Location:</u>
Wednesday 19:00 – 22:00 (EST) / IA B1050 https://www.utscc.utoronto.ca/pdf/maps/UTSC_Campus_Map.pdf
<u>Course Instructor:</u>
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<u>Teaching Team:</u>
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<u>Office Hours:</u>
Mondays, 2:00 - 3:00 PM; (Book a 1-on-1) - Virtual VIA https://calendly.com/melanie-a-masc/psyb32meetings
<u>*Course Email:</u>
PSYB32UTSC@gmail.com <u>*Please use the course email for all non-urgent course-related inquiries & general questions</u>

Course Overview

Throughout history, whether a person's behaviour is labelled impaired often has depended on the cultural norms for appropriate behaviour 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 behaviours 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. In mood and anxiety disorders, biology, stressful experiences, and maladaptive ways of thinking all appear to contribute. Fortunately, there are several effective biological and psychosocial treatments for these disorders. 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. People with personality disorders maintain a consistent personality style, but it is a highly maladaptive style for them and for people around them. 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 you to the field of clinical psychology.

Most importantly, beyond the teachings of this course, I hope to pass down the core values of what this course has always been about: unconditional positive regard and empathy for yourself and others.

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.

Experiential Learning

This course incorporates experiential learning by featuring guest speakers, including those with lived experience, to bring real-world perspectives about mental health into the classroom. Lectures feature examples from my own clinical experience in working with psychiatric populations across a variety of settings. Evaluations incorporate scenario-based questions, reflecting the kinds of challenges and applications often encountered in clinical practice. These elements are designed to help students connect theory to practice and develop practical, applied skills.

Important Disclaimers and Course Policies

1. Qualifications: 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.
2. Guest Speakers: There will be a handful of persons (health care professionals, people with lived experience) invited to give brief presentations as it relates to course content. Please review the course outline and weekly topics carefully. These individuals will join us to share their experience and understanding of specific course content. There may be some content that some individuals might find emotionally heavy or triggering—which is the case for the topic of clinical psychology. Again, these presentations are meant to introduce you to the field. Please think carefully about your personal circumstances and whether this course or a specific topic is appropriate/manageable for you.
3. Unauthorized recording of materials: 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.”

4. Email guidelines: All course-related inquiries are to be directed to the course E-Mail address, including any content-related questions about the course, Missed Term Work, and general inquiries. Please do not use Quercus messaging. You are welcome to email me at any time, however, during busy stretches, the quickest way to get an answer is through the course email.
5. Quercus: 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 term test grades).
6. Pre-Requisites: 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.

Course Materials

Textbook:

Abnormal Psychology (Sixth Canadian Edition)

By: Flett, Kocovski, Davison, and Neale

Flett, G. L., Kocovski, N. L., Davison, G. C., & Neale, J. M. (2017). *Abnormal psychology (6th Canadian ed.)*. John Wiley & Sons.

Note:

The textbook is a new(er) edition. Although some of the content between the new and old editions may be similar, we cannot provide support for the old text, as we do not have the resources to document the similarities/differences between the two.

Evaluations

1. Term Test I (30%)

Your 1st evaluation will consist of 45 multiple-choice questions and 1 multi-part short answer question. It will be held in person during class time on **February 5**. You will have 120 minutes to complete the test. It will cover content from Weeks 1-4. (lecture and readings). It is worth 30% of your grade.

2. Term Test II (30%)

Your 2nd evaluation will consist of 45 multiple-choice questions and 1 multi-part short answer question. It will be held in person during class time on **March 12**. You will have 120 minutes to complete the test. It will cover content from Weeks 6-9. (lecture and readings). It is worth 30% of your grade.

3. Final Exam (40%)

Your final exam will consist of 45 multiple-choice questions. and 1 multi-part short answer question. It will be held in person at an exam time scheduled by the registrar. You will have 120 minutes to complete the final exam. We will release details about this on Quercus when it has been scheduled. It will cover content from Weeks 11-13. (lecture and readings). It is worth 40% of your grade.

Course Calendar (Lecture and Reading Schedule)

Week	Date	Topic	Readings
1	January 8	Introduction to Course & Syllabus Overview	Chapter 1
2	January 15	Current Paradigms and the Integrative Approaches	Chapter 2
3	January 22	Clinical Assessment, Classification and Diagnosis	Chapter 3
4	January 29	Research Methods in the Study of Abnormal Behaviour	Chapter 4
5	February 5	Term Test 1 (30%)	
6	February 12	Anxiety Disorders, Somatic Symptom Disorders, and Dissociative Disorders	Chapters 5 & 7
7	February 19	Reading week	
8	February 26	Mood Disorders	Chapter 8

		<i>Guest: Nancy Xia</i>	
9	March 5	Eating Disorders <i>Guest: Candice Richardson</i>	Chapters 10
10	March 12	Term Test 2 (30%)	
11	March 19	Schizophrenia spectrum and other psychotic disorders <i>Guest: Shreya Jagtap</i>	Chapter 11
12	March 26	Personality Disorders <i>Guest: Sanghy Ramani</i>	Chapter 13
13	April 2	Aging and Neurocognitive Disorders	Chapter 16
Final Exam (40%) to be held April 9 - April 30 during the FINAL EXAM PERIOD			

Tutorials (select Fridays, 11 am -12 pm)

Before each evaluation, there will be a 1-hour tutorial held by one of your TAs via ZOOM (link will be posted on Quercus)*. The purpose of these tutorials is to collaboratively work through some practice exam questions to help you prepare for the upcoming evaluation. The tutorials are not mandatory (i.e., no attendance will be taken) but are a way for you to get extra practice with the content. A reminder will be posted on Quercus for each tutorial. The tutorial schedule is as below:

Tutorial 1 (Prep for Term Test 1): **Friday, January 31st, 11 am - 12 pm**

Tutorial 2 (Prep for Term Test 2): **Friday, March 7th, 11 am - 12 pm**

Tutorial 3 (Prep for Final Exam): **Friday, April 4th, 11 am - 12 pm**

*We understand that scheduling conflicts with other classes may not allow you to attend. Each tutorial will be recorded and posted on Quercus. However, due to the interactive nature of the tutorial, we encourage attendance where possible to facilitate discussion.

General Departmental 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:

- Instructors are not obliged to accept late work, **except where there are legitimate, documented reasons beyond a student's control**. In such cases, **a late penalty is normally not appropriate**. (as per the [Academic Handbook](#), 6.6)
- If you intend to accept and apply penalties for late submissions, you must state this clearly in your course syllabus/outline.
- 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:
 - o A University approved Verification of Illness (VOI) form
 - o A death certificate, funeral announcement, or other supporting document for bereavement
 - o 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 [<course email>](#) 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	<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

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.

