

**PSYC 431**
**Current Issues in Psychopathology**
**Fall 2016**

<b>Instructor:</b>	Jennifer Prentice	<b>Lecture Location:</b>	ST 064
<b>Phone:</b>	403-220-4238	<b>Lecture Days/Time:</b>	TR 12:30 – 13:45
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### Course Description

This course will provide an overview of current and classic issues in the field of psychopathology. Examples of issues to be covered include the legitimacy of sex addiction, prescription of medical marijuana for emotional disorders, the harms of pornography, the impact of violent video games, whether gender identity disorder is a mental disorder, the use of gay conversion therapy, whether marijuana is addictive and others. The format of the course will be lectures and debate-style presentations. Students who complete the course will gain a broad understanding of the current controversial topics in psychopathology, develop critical thinking skills, and gain experience in consuming and critically evaluating psychology research literature.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Recognize different perspectives that can be applied to ethical dilemmas	6	A
Assess and critically evaluate information, ideas, and assumptions comprehensively and from a variety of perspectives	1	A
Use relevant sources of scientific knowledge to identify, frame, and generate novel solutions to problems or issues	1	A
Contribute to knowledge and problem solving using integrative and creative approaches	1	A
Give presentations to increase knowledge, foster understanding, and impact the target audience	4	A
Articulate and explain key messages and concepts clearly and credibly	4	A
Demonstrate accountability and integrity in professional and peer relationships	4	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

## Prerequisites

Psyc 312 – Experimental Design and Quantitative Methods for Psychology

Psyc 385 – Abnormal Psychology

## Required Text

Halgin, R. P. (2014). *Taking sides: Clashing views in abnormal psychology* (8th edition). McGraw Hill, Iowa. The text is available for purchase at the University of Calgary bookstore. **Note:** previous editions of the text are not suitable for the course since the examined issues are different from the current edition. Any other assigned readings are available via the University of Calgary electronic library.

## Evaluation

1. 25% of your mark is based on a multiple choice and short essay question mid-term exam scheduled during class time (**November 1<sup>st</sup>**). The exam will cover all material covered in class prior to the exam date (up to, and including October 27<sup>th</sup>), together with corresponding text chapters and assigned readings.
  2. 40% of your mark is based on a class presentation/debate. A team of 2 people will debate another team of 2 people on a contentious issue in clinical psychology. A position paper must be submitted at the time of the presentation.
  3. 30% of your mark is based on a final 2-hour exam scheduled by the Registrar during the final examination period. The exam will consist of multiple choice, short-answer, and essay questions from the text, and lectures. The exam will cover all lecture material presented by the instructor, as well as all assigned readings (text and articles) after the first midterm. Exact chapters and readings will correspond to the topics select by the debate teams on.
  4. 5% of your mark is based on class participation. It is expected that all students will prepare for and participate in class discussion. Effective participation involves both quality and quantity of responses. Quantity does not make up for lack of quality. You will be evaluated on the quality of your contributions to class as demonstrated, in part, by knowledge of the readings for that week and your thoughtful analysis of the readings. You are required to come to class having completed and thought about the readings for that week. You will receive feedback on your participation mid-way through the semester. You will be asked to sign an attendance sheet at each class, but attendance alone does not guarantee a high participation grade. If you will not be in class, please email the instructor prior to class.
- Note:** exams will be non-cumulative and closed-book (i.e., textbooks/notes/electronic devices are not permitted).

**Rationale:** Presentations at 400-level psychology courses are common. The experience can be invaluable in preparing you for future oral reports, whether for graduate school, professional school or work settings. Some of the material in Psychology 431 lends itself to a debate-style presentation. The textbook is organized in a pro/con format. For every topic in the text, there is compelling evidence on both sides of the issue. There is no right or wrong answer to each issue. Rather, the debates provide the opportunity to review evidence in detail (i.e., sort out opinion/myth from fact), promote discussion and critical evaluation of the issue.

**Format:** A team of 2 people will debate another team of 2 people on a contentious issue in abnormal or clinical psychology. 20 to 25 minutes is allotted for each team's presentation and 5 to 10 minutes for each team's rebuttal. The order of speakers will be 1) Yes side – main presentation; 2) No side – main presentation; 3) Yes side – rebuttal; 4) No side – rebuttal; 5) Class discussion.

Your presentation should be delivered via PowerPoint. You do not need to provide extensive background on the topic selected except how it pertains to your side of the issue. The debates are intended to be enjoyable, so feel free to use cartoons, video clips, class demonstrations, etc. However, it is important to keep them professional. During the Rebuttal, choose a few major points the other side presented and attempt to dispute them with your evidence or arguments. Your rebuttals should be based on logic, and opposing data, not just on opinion that is not based on evidence. During the Class discussion, questions from the class can be directed at one or both groups. At the end of each debate the class will evaluate each team on the quality of presentation, soundness of arguments, and use of supporting materials on a 10 point scale, with space for comments. These ratings will not be used for the grade assignment. Each team will be provided with the class rating averages, a summary of the comments and feedback.

**Paper:** A 10 to 12 page (double spaced, 12 point Times New Roman) position paper must be submitted at the time of the presentation (each team hands in ONE paper, which you have both contributed to writing). The paper gives you the opportunity to expand on your presentation points in greater detail. Please note that is not sufficient to use the argument that the “research is flawed” to support your side. All research is flawed in some way. Provide specific criticisms of why research on the topic is flawed, and how this affects the credibility of the evidence. Whenever possible, look at the majority or summary of available research evidence (e.g., results from meta-analyses) and not just one or two studies that have findings supporting your position. **Note** that your paper should **expand** the detail of your presentation and not merely summarize it. The paper should be in APA format and have at least 8 to 10 references. Please review primary source material (original articles) in addition to secondary sources. Use headings to structure the text please! You can use tables to summarize arguments or specific evidence, however the bulk of the paper should be written in complete sentences like a regular term paper. Electronic submissions of the paper are due on the day of the presentation. Please send your submitted papers along with your PowerPoint slides to BOTH your instructor and TA.

**Choosing a topic:** You may choose any of the topics from your textbook for your presentation, EXCEPT for the topics that have been chosen for lectures. New research is published on these topics on a regular basis, so do not restrict your coverage of the issue to data presented in the chapters of the textbook. Once you have your group together, come prepared with your 1st and 2nd choices for a topic (name of topic, preferred date and whether you want pro or con side). You can also choose a topic that does not appear on the list but you will need to find another team of students willing to debate the other side of the issue. If there are too many students expressing interest in a topic, I will invite students to change topics if they do not have a strong preference. If this does not resolve the issue, the topics will be assigned by draw as needed. All topics are finalized on the date listed in the lecture schedule.

**Group work:** The majority of students have no problems working together in preparing for the presentations. However, occasionally a team experiences problems within their group. The most common concern I hear is that one person in the group is not doing his or her share. A few suggestions to prevent this from happening are:

1. Divide the work up logically with **clear expectations on length and quality**.
2. Set deadlines in advance of the presentation date to review the material within your group. For example, if you are each writing a section of the paper, have it ready at least one week before the due date to review, edit, and condense the material to everyone’s satisfaction.
3. Have open discussions on how the work is going and who in the group should be doing more or less. Electing a team leader is not a bad idea provided the individual delegates work equally and is not expecting to do everything him or herself.

4. Please be mindful of individual strengths and weaknesses. Some students are better writers, while others are better at public speaking. Divide up the work according to the strengths of your group members. I do suggest, however, that both team members participate in the presentation.

If you are experiencing problems within your group and cannot resolve them internally **please talk to me well before the presentation date!** We can probably work out a solution. Please do not wait until after the presentation is done and the paper is submitted to tell me about the problem.

#### **Grading for debate portion:**

Your overall grade will be based on quality of the presentation, soundness of arguments, and use of supporting material. The total 45 marks for the debate breaks down as follows:

1. 25 marks for the paper (writing, organization, consistent use of APA style)
2. 10 marks for the quality of presentation (e.g., use of A/V aids, organization, clarity of speakers, flow of the presentation, rebuttal comments)
3. 10 marks for soundness of arguments (use of empirical evidence vs. opinions, use of material outside of textbook chapter).

***Failing to present on the scheduled date would result in a loss of 5% of the total course mark. Papers not handed in at the time of presentation would result in a loss of 1% of the total course mark for each day late (including weekends).***

#### **Department of Psychology Grade Distribution Policy**

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be "A" grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be "A" grades.

#### **Department of Psychology Criteria for Letter Grades**

Psychology professors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

**Grading Scale**

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Tentative Lecture Schedule**

Date	Topic/Activity/Readings/Due Date	Assigned Readings
T Sep 13	Lecture begins. Course overview Discuss debate topics, format, choosing debate teams <b>Introduction topic</b>	Halgin Introduction chapter
R Sep 15	Can Positive Psychology Make Us Happier?	Halgin Issue 5
T Sep 20	Can Positive Psychology Make Us Happier? (continued)	Halgin Issue 5 (continued)
R Sep 22	Do We Still Need Psychiatrists?	Halgin Issue 6
F Sep 23	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.	
M Sep 26	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.	

	<b>Email instructor first, second and third choice debate topics along with debate teams. Come prepared on Thursday to select debate date.</b>	
T Sep 27	Guest Lecture – Leah Tobin, Ph.D Candidate Current Controversies related to Weight Biases	TBD
R Sep 29	Do We Still Need Psychiatrists? (continued) <b>Choose debate topics and dates.</b>	Halgin Issue 6 (continued)
F Sep 30	Fee payment deadline for Fall Term full and half courses.	
T Oct 4	Should Gay Conversion Therapy Be Prohibited by Law?	Halgin Issue 15
R Oct 6	Should Gay Conversion Therapy Be Prohibited by Law? (continued)	Halgin Issue 15 (continued)
M Oct 10	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
T Oct 11	Is Forced Treatment of Seriously Mentally Ill Individuals Justifiable?	Halgin Issue 16
R Oct 13	Is Forced Treatment of Seriously Mentally Ill Individuals Justifiable? (continued)	Halgin Issue 16 (continued)
T Oct 18	Guest Lecture: Kirsti Toivonen The Psychologist’s Role in Sex Reassignment Surgery: Ethical Issues and Controversies	TBD
R Oct 20	Should psychologists prescribe medication?	CPA Task Force on Prescriptive Authority for Psychologists in Canada  Report to the Canadian Psychological Association Board of Directors November 6, 2010
T Oct 25	Should psychologists prescribe medication? Con’t	CPA Task Force on Prescriptive Authority for Psychologists in Canada  Report to the Canadian Psychological Association Board of Directors November 6, 2010
R Oct 27	Guest Lecture – Mike Spilka Ph.D Candidate Can we cure Schizophrenia?	Lieberman et al., (2008). Science and Recovery in Schizophrenia. Psychiatric Services, 59, 5, 487-496.
T Nov 1	<b>Mid-term Exam #1 (in class)</b>	
R Nov 3	Debate	TBD

T Nov 8	Debate	TBD
R Nov 10-13	Reading Days. No lectures.	
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
T Nov 15	Debate	TBD
R Nov 17	Debate	TBD
T Nov 22	Debate	TBD
R Nov 24	Debate	TBD
T Nov 29	Debate	TBD
R Dec 1	Debate or Lecture	TBD
T Dec 6	Stigma Related to Mental Illness	Hinshaw, S.P., & Stier, A. (2008). Stigma as related to mental disorders. <i>Annual Review of Clinical Psychology</i> , 4, 367-393.
R Dec 8	Current Issues related to the DSM-5	Blashfield, R.K., Keeley, J.W., Flanagan, E.H., & Miles, S.R. (2014). The Cycle of classification: DSM-I through DSM-5. <i>Annual Review of Clinical Psychology</i> , 10, 25-51.
F Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
Dec 12-22	Fall Term Exam Period.	

### Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available

at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf).

Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam [http://www.ucalgary.ca/registrar/exams/deferred\\_final](http://www.ucalgary.ca/registrar/exams/deferred_final). Under no circumstances will this be accommodated by the department.



### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Course Credits for Research Participation (Max 2% of final grade)**

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 9, 2016**.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Union Faculty Rep.:** [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

(<http://www.ucalgary.ca/provost/students/ombuds>)

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is September 23, 2016**. Last day for registration/change of registration is **September 26, 2016**. The last day to withdraw from this course is **December 9, 2016**.