
PSYC 431	Current Issues in Psychopathology	Fall 2019
-----------------	--	------------------

Instructor:	Emilie Lacroix, M.Sc.	Lecture Location:	SS 541
Phone:	403-210-9438	Lecture Days/Time:	Tuesdays & Thursdays,
Email:	emilie.lacroix@ucalgary.ca		3:30 – 4:45 pm
Office:	Admin 245		
Office Hours:	Email for appointment		

Course Description

This course will provide an overview of current developments and controversies in the assessment, etiology, and treatment of psychopathology. The format of the course will be debate-style presentations led by students, as well as lectures that incorporate class discussion and activities. Students will have the opportunity to practice consuming and critically evaluating psychology research literature, forming balanced and informed perspectives on controversial issues, and engaging effectively with their peers in debate surrounding these issues. Examples of issues to be covered include the use of trigger warnings in classrooms, public registries of individuals convicted of sex crimes, and the use of forced treatment of people with serious mental illness.

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), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Evaluate journal articles and debate current controversial issues in the field of Psychology	Written assignments, debate presentation, participation in class, multiple choice and short answer exams	1,4,5,7	A
Recognize different perspectives that can be applied to controversial issues	Written assignments, debate presentation, participation in class, multiple choice and short answer exams	2,5,7	A
Assess and critically evaluate information, ideas, and assumptions comprehensively and from a variety of perspectives	Written assignments, debate presentation, participation in class, multiple choice and short answer exams	2,5,7	A
Use relevant sources of scientific knowledge to identify, frame, and generate novel solutions to problems or issues	Written assignments, debate presentation, participation in class	1,2,7	A

Contribute to knowledge and problem solving using integrative and creative approaches	Written assignments, debate presentation, participation in class	2,7	A
Deliver an effective oral presentation as part of a team that makes a compelling argument	Debate presentation	1,4,5	A
Write a convincing, critical and constructive paper taking a position on a controversial topic in Psychology	Written assignments	1,4,5	A
Articulate and explain key messages and concepts clearly and credibly	Debate presentation, written assignments, participation in class, short answer exams	4	A
Demonstrate accountability and integrity in professional and peer relationships	Participation in class, debate presentation	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 or PSYC 300 and 301 – Research Methods and Data Analysis in Psychology I and II
 PSYC 385 – Abnormal Psychology

Required Text

Halgin, R. P. (2018). *Taking sides: Clashing views in abnormal psychology* (9th edition). McGraw Hill, Iowa. The text is available for purchase at the University of Calgary bookstore. Previous editions of the text are *not* suitable for the course because the examined issues differ from the current edition.

Other assigned readings (listed in the lecture schedule) are available via the University of Calgary electronic library.

Assessment Methods

Component	Date	Weight
1. Midterm Exam	Oct. 17	24%
2. Debate presentation/ Position Paper	Oct.22 – Nov. 28	40%
3. Final Exam	<i>To be announced</i> (during final exam period, Dec. 9-19)	30%
4. Class participation	Throughout	4%

1. **Midterm exam (February 26).** 24% of your mark is based on a midterm exam (composed of multiple-choice and short answer questions) scheduled during class time (Thursday, Oct. 17th). The exam will cover all material covered in class prior to the exam date up to and including October 15th, together with assigned readings. Exam will be closed-book (i.e., books/notes/electronic devices are not permitted).

- 2. Position Paper and Debate Presentation.** 40% of your mark is based on a class presentation/debate (20%) and accompanying position paper (20%). Groups of 4 students will work together to identify a topic of interest from the textbook, with teams of 2 group members each taking one side of the issue.

Rationale. Presentations at 400-level psychology courses are common. The experience can be invaluable in preparing you for future oral reports in graduate school, professional school, or work settings. Much 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 and myth from fact) and promote discussion and critical evaluation of the issue.

Choosing a partner/topic/position/date. You will find a debate/paper team during the first weeks of class. Indicate your group, topic, and date preferences by emailing the instructor. By **September 26th** at the latest, please have one group member email on behalf of the team with all team members included in the email by carbon copying (CC) them. Include the following information in your email:

1. First-choice topic
2. First and last names of the two team members forming the “YES” side
3. First and last names of the two team members forming the “NO” side
4. First-, second-, and third-choice preferences for your debate date (Oct. 22-Nov. 28)
5. Two back-up topics you would be interested in, in case multiple teams request the same topic.

The instructor will attempt to assign groups their preferred topics, positions, and dates, but cannot guarantee that your preferred choices will be obtained. If you do not indicate your preferences by **September 26th**, your team, topic, and date will be chosen for you.

You may choose any of the topics from your textbook for your presentation EXCEPT the topics covered in lectures. The purpose of the debates and position papers is to allow you to practice considering multiple sides of an issue, critically consuming information, formulating sound arguments, and talking about controversial issues in a respectful and well-informed way. You may learn most when you apply these skills to an issue you are not already familiar with, or in support of a position you do not agree with. Accordingly, **when selecting a topic and pro/con side, please consider picking an issue you are unfamiliar with and/or a position you do not initially agree with.**

A. POSITION PAPER (due 10:00 pm the night before your debate). For detailed instructions and rubric, see D2L. Each debate team submits ONE 10- to 12-page (double-spaced, 12 point Times New Roman, excluding references and title page) position paper. Both team members must contribute to writing. This paper should expand on your presentation and provide argumentation and empirical support for your position beyond what is discussed in the textbook. Your paper grade will be based on overall quality of content, evidence of critical thinking, soundness of argumentation, use of empirical evidence and material outside of textbook chapter, clarity and organization, and correct APA formatting.

Electronic submissions of the paper are due by 10:00 pm the night before the presentation. You must **submit your paper on D2L** (click Assessments > Dropbox > Position paper). Either group member may submit for your team. If you make a mistake and submit the wrong file, you may submit again before the deadline, and D2L will only keep the most recent version. **Without approved**

documentation papers not handed in by 10pm the night before the presentation will result in a loss of 10% in your paper mark for each day late, including weekends.

B. PRESENTATION/DEBATE. For detailed instructions and rubric, see D2L. 15-20 minutes are allotted for each team's presentation and 5 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 with accompanying PowerPoint slides. You may use supporting materials (i.e., brief activities, cartoons, etc.) as long as they are relevant and do not take up the majority of your presentation time. Due to the limitations of audiovisual equipment, no videos will be permitted. Your presentation grade will be based on soundness of argumentation, evidence of critical thinking, use of empirical evidence, effectiveness of rebuttal comments, clarity, adherence to time limits, organization, and creativity/effectiveness of supportive materials.

Submit your PowerPoint slides on D2L by 10:00 pm the night before your debate (Dropbox > Debate PowerPoint). Either group member may submit for your team. If you make a mistake and submit the wrong file, you may submit again before the deadline, and D2L will only keep the most recent version. If a student must miss their presentation date due to extenuating circumstances, they may request that their position paper grade be reweighted to 40% of their overall grade. Approval must be obtained from the instructor, who may request supporting documentation. Without approval by the instructor, a missed presentation will result in a presentation grade of 0%.

A note about group work. Most students have no problems working together in preparing for the presentations. However, occasionally teams experience problems, for example, one person in the group not doing their share. A few suggestions to prevent this from happening are:

- Divide the work up logically with **clear expectations on length and quality**.
- 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.
- Have open discussions on how the work is going and who in the group should be doing more or less.
- 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. Both team members should participate in the presentation and writing of the paper, however.

If you are experiencing problems within your group and cannot resolve them internally, **please talk to the instructor as early as possible, ideally 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.

3. Final exam. 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. The exam will cover lecture material presented by the instructor (slides and information presented orally), material from the textbook corresponding to debate presentations, as well as all assigned readings (textbook and articles). This exam is not cumulative (i.e., material covered on the midterm will not be on the final exam). Chapters and readings will correspond to the topics selected for each debate. Exam will be closed-book (i.e., books/notes/electronic devices are not permitted).

4. Participation. 4% 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.

A note about public speaking. Many students find it daunting or anxiety-provoking to speak and present in class. Research has demonstrated that the more people practice public speaking, the more comfortable they become. This course, with its interactive, debate-focused style, is intended to give you opportunities to practice expressing ideas, engaging with your peers, and discussing thought-provoking issues in the field of psychology. You will be graded on the content and clarity of your presentations, debates, and contributions to class discussion. *You will not be graded on your outward ease and comfort with public speaking.* If you have concerns related to public speaking, please do not hesitate to request a meeting with the instructor(s) or communicate your concerns via email.

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/Item	Readings
R Sep 5	Course overview Introduction to current issues in psychopathology	Halgin Introduction (p. 10-15)
R Sep 5: University Lectures begin.		
T Sep 10	Trigger warnings: destructive or helpful?	Halgin Issue 3.3 (p. 256-274)
R Sep 12		
R Sep 12: Last day to drop a class without financial penalty		
F Sep 13: Last day to add or swap a course		
T Sep 17	Is there a link between mental illness and creativity?	Simonton, D. K. (2019). Creativity and psychopathology: The tenacious mad-genius controversy updated. <i>Current Opinion in Behavioral Sciences</i> , 27, 17-21. https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S2352154618301207
R Sep 19		
F Sep 20: Fee payment deadline for Fall Term full and half courses.		
T Sep 24	Should sex offender registries be made publicly available?	Halgin Issue 3.9 (p. 355-373)
R Sep 26		
<i>*Email instructor by R Sep 26 to pick your debate groups and indicate topic/date preferences*</i>		
T Oct 1	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. https://cpa.ca/docs/File/Task_Forces/CPA_RxPTaskForce_FinalReport_Dec2010_RevJ17.pdf
R Oct 3		
T Oct 8	Should orthorexia be considered a mental illness?	Barthels, F., Meyer, F., & Pietrowsky, R. (2018). Orthorexic and restrained eating behaviour in vegans, vegetarians, and individuals on a diet. <i>Eating and Weight Disorders</i> , 23, 159-166. doi:10.1007/s40519-018-0479-0 https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s40519-018-0479-0
R Oct 10		
		Costa, C. B., Hardan-Khalil, K., & Gibbs, K. (2017). Orthorexia nervosa: A review of the literature. <i>Issues in Mental Health Nursing</i> , 38, 980-988. doi:10.1080/01612840.2017.1371816

		https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01612840.2017.1371816
M Oct 14: Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.		
T Oct 15	Should non-specialists provide psychological treatments?	Singla, D. R., Raviola, G., & Patel, V. (2018). Scaling up psychological treatments for common mental disorders: a call to action. <i>World Psychiatry, 17</i> (2), 226-227. https://www.ncbi-nlm-nih-gov.ezproxy.lib.ucalgary.ca/pmc/articles/PMC5980618/pdf/WPS-17-226.pdf
R Oct 17	MIDTERM EXAM	
T Oct 22	Debate 1	Halgin: TBD
R Oct 24	Debate 2	Halgin: TBD
T Oct 29	Debate 3	Halgin: TBD
R Oct 31	Debate 4	Halgin: TBD
T Nov 5	Debate 5	Halgin: TBD
R Nov 7	Debate 6	Halgin: TBD
R Nov 10-16: Term break no classes		
M Nov 11: Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.		
T Nov 19	Debate 7	Halgin: TBD
R Nov 21	Debate 8	Halgin: TBD
T Nov 26	Debate 9	Halgin: TBD
R Nov 28	Debate 10	Halgin: TBD
T Dec 3	Does pornography reduce the incidence of rape?	Halgin Issue 3.8 (p.346-354)
R Dec 5		
F Dec 6: Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.		
Dec 9-19: Fall Final Exam Period		

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. Students in faculties without a departmental structure should take the matter to the dean, or designate, of the faculty offering the course. The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal.

The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students requesting a reappraisal of a final grade must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

For information relating to Law, Veterinary Medicine and the Cumming School of Medicine (MD) courses, please refer to the faculty section.

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision.

Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final for a maximum of two courses in one academic year (September 1 – August 31).

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 Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. Once approved by the instructor 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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology** (psyugrd@ucalgary.ca).

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.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Extra Research Participation Course Credit is Not Offered for this Course.

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 suypaca@ucalgary.ca

Student Union Faculty Rep.: 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
(<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 Thursday, September 12, 2019.** Last day add/swap a course is **Friday, September 13, 2019.** The last day to withdraw from this course is **Friday, December 6, 2019.**