



PSYC 651

Lifespan Psychopathology

Fall 2021

Instructor:	Joshua Madsen, Ph.D.	Lecture Location:	Zoom (online)
Phone:	403-210-7994	Lecture Days/Time:	Friday, 9:00-11:45
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Office Hours:	By appointment		

Course Description and Objectives

This course focuses on the phenomenology and etiology of psychological disorders, focused primarily on adults with some content related to children and adolescents as well. Note that the content pertaining to children and adolescents is selective and strategically chosen not to overlap with content delivered in Psychology 673, Psychopathology and Psychological Assessment of Children. Although the course provides an overview of different disorders, the primary emphasis is on reviewing the most interesting and timely issues both generally in the field of psychopathology and for different disorders. In addition, the course will review the conceptual, methodological, ethical, and pragmatic issues that arise in both research and practice, including the strengths and weaknesses of classificatory systems such as the Diagnostic and Statistical Manual and the Research Domain Criteria. As noted by Dr. Andrew Ryder (2015), “[T]here is a tendency in psychology to assume that broad human similarities should be the primary focus and that culture is a detail that does not exert much influence on these broad similarities” (i.e., a culture-free approach) . . . “these similarities should be acknowledged, but should not be allowed to override the vast psychological variation that is observed across diverse human groups.” Accordingly, throughout the course there will be an emphasis on diversity.

Acknowledgments and Respect for Diversity

I would like to acknowledge that we are all individuals with multiple sociocultural identities that intersect and shape our worldview through the lens of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom such as ableism, classism, racism, sexism, transphobia, and heterosexism in efforts to create a safe learning environment for all of us. I ask that you also join me in this commitment to foster respect for one another, enhance solidarity, and build community. 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.

I believe that academia should be family friendly. The choice to have children has disproportionately affected women in academia. I do not want childcare or other parenting/caretaking issues to be a barrier to your success in any aspect of this course, and as such welcome conversations about accommodations (see <https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>).

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.

Learning Outcomes

Students will enhance and demonstrate critical thinking about diagnostic goals and practice and will become familiar with the sources for obtaining additional evidence-based knowledge in the area of psychopathology. Students will learn the primary methodologies used in the field and be able to compare and contrast their strengths and weaknesses. They will also become familiar with the most current issues and challenges faced by researchers and practitioners in the field. Students will identify and understand scientific evidence demonstrating variation in psychopathology as a function of culture and other dimensions of diversity. Students will also develop their presentation skills and learn how to facilitate a classroom discussion on topics in psychopathology.

Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below and will be recorded and posted to D2L after class.

Prerequisites

Admission to the Graduate Program in Psychology or by permission of the Instructor.

Required Texts and Readings

Beidel, D. C., & Frueh, B. C. (2018). *Adult Psychopathology and Diagnosis* (8th ed.). John Wiley. Available for purchase in the University Bookstore.

Links to additional readings are available on D2L.

Assessment Methods

Assessment Component	% of Final Grade	Due Date
Citizenship	10	Throughout
3-2-1 Exercises	30	Throughout
Presentation/Discussion Lead	20	Dates to be Assigned
Midterm (essay format)	20	October 22
Final (essay format)	20	TBA

Exams in this course are open book. For this course, an open book exam means that the use of class notes and the textbook/readings is permitted. The use of online resources is prohibited and not necessary to do well on the exams. Students may not communicate with others about course material or the exam either in person or electronically during exams.

Students that need to miss a class due to illness or other exceptional circumstances are asked to please contact the instructor prior to class. This is particularly important if a student will miss their scheduled presentation; under these circumstances, it will be necessary to schedule an alternate date.

Assessment Methods

Citizenship (10%)

- **Structure.** Citizenship pertains to each student's contributions to class discussions. It is expected that all students will prepare for and participate in class discussion. Please note that citizenship goes beyond participation, however. **You will be evaluated on how well you contribute to the class, not simply how often you speak or post.** We will strive to create an open and inclusive environment where everyone has the opportunity to share their thoughts and ideas. Indeed, citizenship includes respectful listening and consideration of other points of view, not simply speaking or posting as often as possible. Although this predominantly pertains to synchronous class discussions, it also relates to any D2L discussion forum posts.
- **Content.** Students will be evaluated on the quality of their contributions to class as demonstrated, in part, by knowledge of the readings for that week and their thoughtful analysis of the readings. In addition, the issues-based nature of the course is intended to elicit students' thoughts and ideas about interesting and sometimes controversial topics in the field of psychopathology. They will also be evaluated on respectful listening and openness to other perspectives.
- **Grading.** Three participation points are available for each of the 11 non-exam class sessions. Only 10 of the 11 lectures will be graded; the lowest will be dropped (10 x 3 = 30 points). **Students will not be penalized for missing classes for observing holidays of cultural/personal significance.** If you will not be in class, please email me prior to class.
- **Pedagogical rationale.** If students are not in class, they cannot engage with the materials in the intellectual forum of the classroom. Optimal learning occurs when students are in class and actively engaged with each other, the material, and the instructor. Course climate is also conducive to learning (Ambrose et al., 2010). See rubric in D2L for detailed description of expectations for participation and grading criteria.

3-2-1 Exercises (adapted from Van Gyn, 2013) (30%)

- **Structure.** Students go to D2L and post about readings for that week on the course discussion forum. Each post includes three elements: 3 things I learned; 2 ideas for future research/inquiry; and 1 question that I still have.
- **Content.** 3-2-1 posts will be in response to selected readings and/or video reviews for that week's class. For example, the 3-2-1 post due for October 8th would relate to readings for Depressive and/or Bipolar Disorders.
- **Grading.** Each of nine 3-2-1 exercises will be worth 10 points each (9 x 10 = 90 points). Students do *not* submit a 3-2-1 post for the day of their presentation. **To receive credit, posts must be made before 12:00am MST (midnight) the day before class (i.e., Thursday night).**
- **Pedagogical rationale.** 3-2-1 exercises enhance student engagement, empowerment, and participation and indicate areas where students may be experiencing difficulty. They also help students think more deeply and critically about course material (Van Gyn, 2013); "Humans learn what we think deeply about" (McEntarffer, 2020). See rubric in D2L for detailed description of expectations for these assignments and grading criteria.

Midterm Exam (20%)

- **Structure.** The midterm exam will be essay format and open book. The exam will be sent by email and returned to the instructor after 2.5 hours.
- **Content.** The exam will include content from readings, lectures, and student presentations. Essays will be evaluated on both the content/substance and, to a lesser extent, the quality and organization of the writing. The questions will be broad and integrative, requiring a strong understanding and critical evaluation of the course material.
- **Grading.** Each of four questions will be worth 15 points each (4 x 15 = 60 points).
- **Pedagogical rationale.** Exams assess mastery of course content and skills but should also be learning events. For a course of this nature, essay exams require retrieval practice, but to a greater extent require demonstration of higher order cognitive skills like reasoning, critical thinking, ability to synthesize information, potentially develop an argument, and perhaps creativity (Boye, 2019).

Presentation/Discussion Lead (20%)

- **Structure.** Students will be responsible for presenting and leading class discussion on a disorder and a related reading that is relevant to the topic for that week. The presentation should take about 60 minutes. Students will be given guidance on how to lead a discussion (dos and don'ts)! Note that engaging other students and guiding the discussion are important for success. PowerPoint slides must be e-mailed to me no later than 3:00 pm on the day before the presentation so I can post them on D2L. Alternatives to PowerPoint (e.g., Prezi, other media) will be considered; students must discuss the use of alternatives with me for approval.
- **Content.** You will be required to choose a specific disorder focused on in this course (see "Topics" in table below) and select a reading that reviews an important and interesting issue related to that disorder. This can be a reading from class. Your topic and reading should be forwarded to me no later than September 24th. Please feel free to consult with me regarding the topic and/or reading. These readings will be made available to all students in the class.
- **Grading.** The criteria for evaluating student presentations are outlined below. Failure to meet the 3:00 pm deadline for submitting your slides (see "Structure") will result in a 10% deduction on your grade for this assignment. Missed presentations—without instructor approval—will be assigned a grade of 0%.

The following criteria will be elaborated upon in a rubric that will be available in D2L (60 points):

- 1) Knowledge of the literature, accuracy, emphasis of important points.
 - 2) Organization and clarity of the presentation, use of PowerPoint slides.
 - 3) Your ability to think critically about the issue. Don't be afraid to take and defend a position!
 - 4) The significance of the issue and implications (e.g., to the theoretical and empirical study of psychopathology, to clients and their family members, to society at large, etc.).
 - 5) Meaningful incorporation of diversity-related considerations related to the topic.
 - 6) Your ideas for future research.
 - 7) Your ability to lead a discussion and engage other students. (Note to all students: Please assist your fellow students by actively participating in the discussion.)
- **Pedagogical rationale.** This assignment is intended to encourage an in-depth reading and analysis on a specific component of the assigned chapters. This assignment is also intended to encourage skills in

gathering knowledge about a specific topic in psychopathology. This information will increase depth of specific knowledge which compliments the breadth covered in the course textbook. Finally, this assignment requires demonstration of critical thinking and analysis, as compared to mere presentation of didactic material.

Final Exam (20%).

- **Structure.** The final exams will be essay format and open book. **The exams will be sent by email and returned to the instructor by 12:00am MST (midnight) on the day of the exam.**
- **Content.** The exam will include content from readings, lectures, and student presentations. Essays will be evaluated on both the content/substance and, to a lesser extent, the quality and organization of the writing. The questions will be broad and integrative, requiring a strong understanding and critical evaluation of the course material. Maximum length and formatting requirements will be included in the instructions for the exam.
- **Grading.** Each of four questions will be worth 15 points each (4 x 15 = 60 points).
- **Pedagogical rationale.** Exams assess mastery of course content and skills but should also be learning events. For a course of this nature, essay exams require retrieval practice, but to a greater extent require demonstration of higher order cognitive skills like reasoning, critical thinking, ability to synthesize information, potentially develop an argument, and perhaps creativity (Boye, 2019).

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade

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%

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	Chapters from Beidel & Frueh (2018) Schedule & links for additional readings on D2L
F Sep 10	Introduction Marital and Relationship Discord Intimate Relationships and Psychopathology	<i>Recommended:</i> Sbarra et al. (2021); South (2021); Whisman et al. (2021)
R Sep 16	Last day to drop a class without a penalty	
F Sep 17	Culture/Diversity Issues in Psychopathology Stigma Last day to add or swap a course	Chapter 5 <i>Due: 3-2-1 Exercise</i>
F Sep 24	Issues in Psychopathology: Classification, Transdiagnostic Perspectives, Dual Diagnosis Fee payment deadline for Fall Term full and half courses.	Chapters 1, 3 (Chapter 4 is not required as it overlaps with content in Adult Assessment) <i>Due: 3-2-1 Exercise</i>
F Oct 1	Schizophrenia Spectrum and Other Psychotic Disorders	Chapter 6 <i>Due: 3-2-1 Exercise</i>
F Oct 8	Depressive Disorders Bipolar Disorders	Chapters 7 and 8 <i>Due: 3-2-1 Exercise</i>
M Oct 11	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
F Oct 15	Anxiety Disorders	Chapter 9 <i>Due: 3-2-1 Exercise</i>
F Oct 22	Midterm	Course material up to and including October 15
F Oct 29	Obsessive-Compulsive and Related Disorders Trauma and Stressor-Related Disorders	Chapters 10 and 11 <i>Due: 3-2-1 Exercise</i>
F Nov 5	Somatic Symptoms and Related Disorders Dissociative Disorders	Chapters 12 and 13 <i>Due: 3-2-1 Exercise</i>
Nov 7-13	Term Break No Classes	

R Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
F Nov 19	Feeding and Eating Disorders/Neurocognitive Disorders	Chapters 14 and 20 <i>Due: 3-2-1 Exercise</i>
F Nov 26	Sexual Dysfunction/Paraphilic Disorders Gender Dysphoria	Chapters 16 and 17 <i>Due: 3-2-1 Exercise</i>
F Dec 3	Substance Use Disorders Personality Disorders	Chapters 18, 19, 21 <i>Due: 3-2-1 Exercise</i>
R Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
Dec 13-22	Fall Final Exam Period	

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. 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 on a day/time scheduled by the instructor. 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).

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

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

Academic Accommodations

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/. 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.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 16, 2021**. Last day add/swap a course is **Friday, September 17, 2021**. The last day to

withdraw from this course is **Thursday, December 9, 2021.**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>