

| PSYC 431 | Current Issues in Psychopathology | | Fall 2018 |
|----------------------|-----------------------------------|---------------------------|-------------------|
| Instructor: | Sarah Nutter, PhD Cand. | Lecture Location: | SA 119 |
| Phone: | N/A | Lecture Days/Time: | MWF 10:00 – 10:50 |
| Email: | snutter@ucalgary.ca | | |
| Office: | AD 155B | | |
| Office Hours: | Email for appointment | | |

Course Description

This course will provide an overview of current issues in the assessment, etiology, and treatment of psychopathology. Examples of issues to be covered include the legitimacy of sex addiction, forced treatment of mentally ill individuals, the harms of pornography, treatment of alcohol addiction, the need for psychiatrists, sentencing youth as adults, 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), and the expected level of achievement.

| Course Learning Outcomes | Assessment Methods | PLO(s) | Level(s) |
|---|---|---------|----------|
| Recognize different perspectives that can be applied to ethical dilemmas | Class participation Debate presentation Position paper Exams | 4,6 | A |
| Demonstrate accountability and integrity in professional and peer relationships | Class participation Debate presentation | 4 | A |
| Assess and critically evaluate information, ideas, and assumptions comprehensively and from a variety of perspectives | Debate presentation Position paper | 1,2,4,5 | A |
| Contribute to knowledge and problem solving using integrative and creative approaches | Debate presentation Position paper | 1,4 | A |
| Articulate and explain key messages and concepts clearly and credibly | Class participation Debate presentation Exams | 4 | A |
| Use relevant sources of scientific knowledge to identify, frame, and generate novel solutions to problems or issues | Class participation Debate presentation Position paper | 1,2,4,5 | A |
| Give presentations to increase knowledge, develop understanding, and impact the target audience | Debate presentation | 1,2,4,5 | 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. (2018). *Taking sides: Clashing views in abnormal psychology* (9th ed). McGraw Hill, Iowa.

Note. 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 are available via the University of Calgary electronic library.

Required Readings

Barthels, F., Meyer, F., & Pietrowsky, R. (2018). Orthorexic and restrained eating behaviour in vegans, vegetarians, and individuals on a diet. *Eating and Weight Disorders*, 23, 159-166.
doi:10.1007/s40519-018-0479-0

Costa, C. B., Hardan-Khalil, K., & Gibbs, K. (2017). Orthorexia nervosa: A review of the literature. *Issues in Mental Health Nursing*, 38, 980-988. doi:10.1080/01612840.2017.1371816

Lal, S., & Adair, C. E. (2014). E-mental health: A rapid review of the literature. *Psychiatric Services*, 65, 24-32. doi:10.1176/appi.ps.201300009

March, S., Day, J, Ritchie, G., Rowe, A., Gough, J., Hall, T., ... & Ireland, M. (2018). Attitudes towards e-mental health services in a community sample of adults: Online survey. *Journal of Medical Internet Research*, 20, e59. doi:10.2196/jmir.9109

Puhl, R. M., & Heuer, C. A. (2009). The stigma of obesity: A review and update. *Obesity*, 17, 941-964. doi:10.1038/oby.2008.636

Puhl, R. M., & Liu, S. (2015). A national survey of public views about the classification of obesity as a disease. *Obesity*, 23, 1288-1295. doi:10.1002/oby.21068

Assessment Methods

1. *Midterm Exam: 25%*
2. *Debate presentation / Position paper: 40%*
3. *Final Exam: 30%*
4. *Class participation: 5%*

1. Midterm exam: 25% of your mark is based on a mid-term exam (comprised of multiple choice and short answer questions) scheduled during class time (Monday October 15). The exam will cover all material covered in class and required readings prior to the exam date (up to, and including Friday October 12), together with corresponding text chapters and assigned readings. **Note:** Exams will be non-cumulative and closed-book (i.e., textbooks/notes/electronic devices are not permitted).

2. Debate presentation / Position paper: 40% of your mark is based on a class debate-style presentation (20%) and corresponding position paper (20%) on a contentious issue in clinical psychology. Groups of four students will work together to identify a topic of interest from the textbook, with teams of two groups members each taking one side of the issue. The position paper must be submitted at the time of the presentation.

Presentation 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 employment settings. The material in Psychology 431 lends itself to a debate-style presentation, and 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 and there is no right or wrong answer to each issue. The debate-style presentations provide the opportunity to review evidence in detail (i.e., sort out opinion/myth from fact), and to promote discussion and critical evaluation of the issue.

Presentation Format: 10-12 minutes is allotted for each side'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. The presentation should be delivered via PowerPoint. Teams should provide background on the topic selected regarding how it pertains to each side of the issue. The debates are intended to be professional as well as enjoyable, so feel free to use cartoons, video clips, class demonstrations, etc. as support material (but not as the bulk of the presentation). During the rebuttal, choose *two major points* the other side presented and attempt to dispute them with research evidence or arguments. Rebuttals should be based on logic and opposing data, rather than on opinion that is not evidence-based. During the class discussion, questions from the class can be directed at one or both presenters. 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 to grade the assignment. Each presenter will be provided with the class rating averages, a summary of the comments and feedback. **Presentation PowerPoints must be submitted to the D2L Dropbox by 5pm on the day of the presentation.** Both team members must participate in preparation of the presentation as well as the paper. Students who miss their presentation date due to extenuating circumstances will have their position paper grade re-weighted to 40% of their overall grade. **Presentations will be graded on clarity and organization of content, presentation content, selection of evidence, and facilitation of class discussion (Rubric on D2L).**

Position Paper: A 12-page (double-spaced, 12 point Times New Roman font, excluding references and title page) position paper must be submitted at the time of the presentation (each team of two will hand in their own paper based on their presentation). The paper gives you the opportunity to expand on your presentation points in greater detail. You will need to identify the central issue/debate, justify why the issue is contentious (i.e. the history of the issue, relevant research in the area, differing views/positions), discuss the role of psychology in relation to the issue, create a summary/discussion, and discuss the "side" you are taking and why. 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 (i.e., body of the paper as well as references) and have at least 10 references at minimum in addition to the textbook. Please review primary source material (original articles) and use secondary sources sparingly. 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. **The position paper is due at 5pm on the day of the team's presentation, by electronic submission in the D2L Dropbox. Late papers will be subjects to a 10% penalty per day, including weekends.** Papers will be graded on clarity and organization of content, presentation of evidence, strength of argumentation, and APA-format (Rubric on D2L).

Choosing a topic: Groups may choose any of the topics from the textbook for the debate-style presentation *EXCEPT* the topics covered in lectures. New research is published on these topics on a regular basis, so your coverage of the issue must include information in addition to the chapters of the textbook. Once you have chosen your group, come prepared with your 1st, 2nd, and 3rd choices for both topic and presentation date. If there are too many students expressing interest in a topic, we 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.

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 from the textbook and lectures. The exam will cover lecture material presented by the instructor, **material from the textbook corresponding to debate presentations**, as well as all assigned readings (textbook and articles) after the first midterm. Exact chapters and readings will correspond to the topics selected for each debate. **Note:** Exams will be non-cumulative and closed-book (i.e., textbooks/notes/electronic devices are not permitted).

4. Class participation: 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 in 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.

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 | Reading |
|----------|---|----------------------|
| F Sep 7 | University Lectures begin. | |
| | Introduction to current issues in psychopathology | Halgin: Introduction |
| M Sep 10 | Do we still need psychiatrists? | Halgin: 2.1 |
| W Sep 12 | | |
| R Sep 13 | 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. | |
| F Sep 14 | Do we still need psychiatrists? <i>Choose debate groups</i> | Halgin: 2.1 |

| | | |
|-----------|--|---|
| | Last Day to Add Classes | |
| M Sep 17 | Is marijuana a viable treatment option for psychotic disorders? | Halgin: 2.5 |
| W Sep 19 | | |
| F Sep 21 | <i>Email instructor first, second, and third choice of debate topics and presentation dates.</i> | |
| | Fee payment deadline for Fall Term full and half courses. | |
| M Sep 24 | Is "social transitioning" a beneficial treatment for transgender children? | Halgin: 1.5 |
| W Sep 26 | | |
| F Sep 28 | <i>Choose debate topics and dates</i> | |
| M Oct 1 | Should orthorexia be considered a mental illness? | Barthels et al., 2018 Costa et al., 2017 |
| W Oct 3 | | |
| F Oct 5 | | |
| M Oct 8 | Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. | |
| W Oct 10 | Will the declaration of obesity as a chronic disease reduce weight bias? | Puhl & Heuer, 2009 Puhl & Liu, 2015 |
| F Oct 12 | | |
| M Oct 15 | Midterm Exam | |
| W Oct 17 | Is e-mental health as effective as traditional approaches to therapy? | Lal & Adair, 2014 March et al., 2018 |
| F Oct 19 | | |
| M Oct 22 | Is forced treatment of mentally ill individuals justifiable? | Halgin 3.5 |
| W Oct 24 | | |
| F Oct 26 | | |
| M Oct 29 | Does pornography reduce the incidence of rape? | Halgin: 3.8 |
| W Oct 31 | | |
| F Nov 2 | | |
| M Nov 5 | Debates 1-3 | Halgin: TBD |
| W Nov 7 | | |
| F Nov 9 | | |
| Nov 11-17 | Reading Days. No lectures. | |
| M Nov 12 | Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. | |
| M Nov 19 | Debates 4-6 | Halgin: TBD |
| W Nov 21 | | |
| F Nov 23 | | |
| M Nov 26 | Debates 7-9 | Halgin: TBD |
| W Nov 28 | | |
| F Nov 30 | | |
| M Dec 3 | Debate 10 | Halgin: TBD |
| W Dec 5 | Should psychiatric asylums be re-established as a treatment option for long-term, inpatient care? | Halgin: 1.6 |
| F Dec 7 | Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses. | |
| Dec 10-20 | Fall Term Exam Period. | |

Please note:

*There will be readings from the textbook associated with the debates, TBD once topics are finalized

**Some changes in the course outline may occur and some lectures may shift dates dependent on class size changes and finalized debates. Any changes will be communicated to the class during class time and posted on D2L. Students will be responsible for keeping up to date with any changes.

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 paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

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 wishing 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). Students 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 wishing a reappraisal of a final grade (excluding Law courses) 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

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 grade only twice 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 <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

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 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.**

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. 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/>).

Course Credits for Research Participation

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 **September 13, 2018**. Last day to add a course is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.