

**CLINICAL PSYCHOLOGY
PSYC 236
Winter 2020**

Location: Dunning Auditorium
Time: Mondays 230-350pm, Thursday 400-520pm

Stephanie Woolridge (email: s.woolridge@queensu.ca)
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Office hour: By appointment



Name: **Stephanie Woolridge** (email: s.woolridge@queensu.ca)

Office hour: By appointment

Note: One of the duties of the teaching assistants is to assist with questions regarding content and examinations. onQ forums will be used for students to post questions about course content that will be responded to by **Stephanie Woolridge**. Questions about examinations should be sent to **Kayla Mooney** (email: kayla.mooney@queensu.ca). If the TAs cannot answer the question, they will forward the e-mail to the instructor.

Required Textbook

Dozois, DJA. Abnormal Psychology: Perspectives. DSM 5 Update Edition

Course Notes

Copies of lecture slides will be made available via onQ.

Note that some slides may change and some images and slides are presented for academic purposes but due to copyright are not shared in the distributed lecture slides.

Course Goals and Objectives

The purpose of this course is to provide a comprehensive introduction to theories of diagnosis, etiology, and treatment of mental illness. Controversial topics will be presented in this course that will challenge students to think critically and creatively.

The course will be presented as a series of 80 min lectures, as outlined below. Although lectures will be based on the topics covered in the text, there will not be enough class time to deal with every topic. Students are responsible for the material in the text that is not covered during class time. Assigned readings should be done before the lecture because they will help in the understanding of material presented in lectures. The lectures will also present new material not covered by the textbook, reflecting the most current research and knowledge: students are also responsible for this material, and therefore it is important to attend all lectures.

Objective 1. Students will distinguish the diagnostic features of mental disorders to critically evaluate their overlapping and independent features

Objective 2. Students will identify the independent and interactive biological and environmental factors associated with mental illness

Course Evaluation

A) Exams (85% of final grade)

All exams will consist of 40 multiple choice questions and will be noncumulative. Two will take place during class hours and one will be scheduled for the final exam period. The exams are all equally weighted.

In-class Exam 1: February 6th during class period, **28.33% of the final grade**

In-class Exam 2: March 12th during class period, **28.33% of the final grade**

Final Exam: During exam period, TBA, 28.33% of the final grade

****Students are responsible for all material in the textbook, even if it is not directly covered in class. Likewise, students are responsible for all material covered in class, even if it is not addressed in the textbook.**

B) Writing Assignments (15% of final grade)

Students will complete *three* writing assignments. These reflections must each be no more than 150 words. If you write more than 150 words, the TAs will only grade the first 150 words. Always use the word count in your document to ensure you adhere to this requirement.

I will provide specific due dates for each assignment, because the topics are linked to the material covered in classes. One reflection is required prior to the exam for each section of the course

For each of the three writing assignments, you have four goals.

1. Describe the motivation for the question you are asking (e.g., In lecture and the text, we learned that sex and gender are associated with incidence of depression, but we did not talk their relationship with outcomes. I wondered whether sex differences in depression are also related to treatment effects.)
2. Put your curiosity from what was missing in class or lecture into a succinct research question that you can explore (e.g., I wondered whether gender differences in depression are related to treatment response).
3. Demonstrate how you resolved the question by searching for a recent scientific paper and briefly describing the results and how they help answer your question (try to find an article from 2010 or later). Try to find an *original data paper or a review paper that uses data* to come to conclusions, rather than a paper that offers a summary or opinions without presenting statistical results. At the end of your paragraph, link to the article with the URL and/or a citation. The URL and/or citation do not count toward your word count. For example, in google scholar, you can use the search terms: (depression, "sex differences", "treatment response", antidepressant) with the range set to since 2015. On the first page, I found a very recent article on a new treatment possibility, ketamine. These search terms did not yield quite the specificity that I was hoping for, so I also looked at the "Related Searches" toward the bottom of the page. There, I found the term: "antidepressant efficacy sex differences". This helped me, find a review that highlighted the controversies and conflicting literature.
4. Conclude with a short statement that indicates how what you learned opens up even more questions and put it in a broader context (e.g., legal issues, societal issues, stigma). In the example above, you might have not heard about ketamine, so you can write something like: I did not know that ketamine

1. Freeman, M. P., Papakostas, G. I., Hoepfner, B., Mazzone, E., Judge, H., Cusin, C., ... & Trivedi, M. H. (2019). Sex differences in response to ketamine as a rapidly acting intervention for treatment resistant depression. *Journal of psychiatric research*, *110*, 166-171.

2. Kokras, N., & Dalla, C. (2017). Preclinical sex differences in depression and antidepressant

Grading Method

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
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Extra Information for Extra Credit:

In this course you can earn bonus points by participating in the Psychology Research Participant Pool. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the information posted at the [Psychology Participant Pool page on the Department website](#).

All students will be activated in the participant pool by the 3rd week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information by the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show"