

**PSYC 428**  
**Psychotic Disorders Seminar**  
**Fall 2021**

**Instructor:**

Dr. Christopher Bowie  
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Office hours: Virtual, to be determined

**Required Readings**

There is no textbook for this class.

You will be given citations for required readings that you can access through the library or a link provided by the instructor.

**Course Description**

This seminar will provide students with an in-depth understanding of research in psychotic disorders such as schizophrenia. Topics will include neurocognitive dysfunction and its relationship to disability, pharmacological and psychological treatment, and assessment of symptoms across the lifespan. Emphasis is placed on readings,

## **Assessment of Competency**

### **1. Quizzes (25%)**

After the first week, short quizzes will be posted to OnQ. The goal of these quizzes is to check your acquisition and synthesis of the knowledge in the slides. The quizzes will have three to five questions each week. Your lowest quiz grade will be removed, leaving a total of 10 quizzes worth 2.5 points each contributing to your final mark.

Quizzes will be posted by Wednesday following the lecture and will be due prior to the next class.

Late quizzes will be penalized 0.5 point per day late.

### **2. Class Participation (30%)**

- (a) Students are expected to be able to formulate and ask questions of their peers' presentations and the instructor's lecture material. (10%)
- (b) Most classes will include a guided discussion of the required readings. Each student is expected to make contributions to several of the articles throughout the term. Students will **email** 2 questions to the professor prior to the start of each class, starting the (s)kt-1(t)la

	comments from others (0-3 points)			history, contemporary, and future of our understanding of psychopathology (9-10 points)
Written Questions	Questions are rephrasing of what is already explained in the article (0-3 points)	Questions reframe general topics covered in the paper but would not distinctly advance knowledge (4-6 points)	Questions reflect a deeper understanding of the topic and propose thoughts that are likely to be novel. (7-8 points)	Questions are innovative and not only reflect a deep understanding of the paper but the field in general, possibly integrating with other course readings or linking policy, practice, and research. (9-10 points)

### **3. Examining Original Data from Popular Media Reports (15%)**

- A. In teams of 5, students will identify a popular press article that cites a scientific report on schizophrenia/ psychosis.

They will retrieve the original data article that was cited and discuss in class the degree to which the media representation of the issue is supported by the data in the paper.

Students will develop a short lecture and present it to the class. These lectures should be about 15 minutes and students can use slides or any other methods for presenting their case. Allocation of the presentation time should be equal among the group (i.e., about 3 minutes each).

Grading will be based on the critique of the article (5%) and a re-interpretation of the findings (5%) based on a more accurate interpretation of the data, each during the oral presentation.

- B.

#### **4. Journal Club (15%)**

In groups of two to three students, teams will give a 15 minute presentation on an assigned journal article, followed by 15 minutes of questions from students and the professor.

Students should develop slides and/or other props for their presentation. The professor will provide the specific articles for assignment, based on a draw. Students can request non-preferred dates if they are not able to attend class that day or have a reasonable scheduling conflict.

Grading will be based on the comprehensiveness and synthesis of the content (5%), clarity of the presentation (5%), and ability to answer questions succinctly and accurately (5%).



## **Academic Consideration for Students with Extenuating Circumstances**

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances is available at <http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/Academic%20Considerations%20for%20Extenuating%20Circumstances%20Policy%20Final.pdf>

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at: <http://www.queensu.ca/artsci/accommodations>. Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

## **Class Schedule:**

*Note:* The following schedule is subject to change.

<b>Date</b>	<b>Topic</b>	<b>Readings &amp; Assignments</b>
Week 1	Psychosis: Introduction to the Concept and History	----
Week 2	Delusions, Negative Symptoms, & Thought Disorder	<i>Reading:</i>  1. Tandon, R., Nasrallah, H. A., & Keshavan, M. S. (2009). Schizophrenia, "just the facts" 4. Clinical features and conceptualization.





	Medication Treatments	<i>Reading:</i>  1. Manschreck, T. C., & Boshes, R. A. (2007). The CATIE schizophrenia trial: results, impact, controversy. Harvard
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		mediator of a relation between childhood adversity and distress ensuing from hearing voices in schizophrenia research, 199, pp.361-366. * Journal Club 5
Week 10	Social Cognition	

		<p>Nahum, M., Lee, H., Fisher, M., Green, M.F., Hooker, Ventura, J., Jordan, J.T., Rose, A., Kim, S.J., Haut, K.M. and Merzenich, M.M., 2021. Online social cognition training in schizophrenia: a double-blind, randomized, controlled multi-site clinical trial. <i>Schizophrenia bulletin</i> 47(1), pp.108-117. *Journal Club 10</p>
<p>Week 12</p>	<p>Phenomenology of Psychosis, Stigma, and Recovery</p>	<p>1. Link, B. G., &amp; Phelan, J. C. (2001). Conceptualizing stigma. <i>Annual review of Sociology</i>, 27(1), 363-385.</p> <p style="text-align: center;"><b>Letter to the Editor Due</b></p>