

PSYC*2020, Course Outline: Winter 2024

General Information

This course is offered IN PERSON. I will also be recording the lecture and posting up to 3 days after lecture, however, you are highly encouraged to attend class and engage in asking questions.

Course Title: Clinical Psychology and Mental Health

Course Description: This course is designed to provide an overview of clinical psychology and mental health including a multidimensional conceptualization of mental health, assessment, diagnosis, and treatment. Topics will include an introduction to the area incorporating historical perspectives and the modern integrative approach to psychopathology. Common psychological disorders will be explored with respect to etiology, assessment, current diagnosis and classification using the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5; American Psychiatric Association, 2013), as well as evidenced-based treatments. Case studies and examples of actual treatment approaches will be used to illustrate concepts. Emphasis will be given to broad empirical research and to the experiences of individuals with these disorders.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2024

Class Schedule and Location: Tuesday/ Thursday 5:30 – 6:50pm, ROZH 101

Instructor Information

Instructor Name: Stephanie Craig, PhD, C.Psych she/her

Instructor Email: stephanie.g.craig@uoguelph.ca

Office location and office hours: Before or after class for 30 minutes or by appointment

GTA Information

GTA Name: Maria Amir (she/her)

GTA Email: amirm@uoguelph.ca

GTA Name: Faryal Khan (she/her)

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GTA Name: Emily Thornton (she/her)

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GTA Name: Carlone Zolis (she/her)

GTA Email: czolis@uoguelph.ca

GTA office location and office hours: By appointment

Course Content

Specific Learning Outcomes:

In completing this course, students should be able to:

- 1) Explain the conceptualization of abnormality and psychological disorders using an integrative framework.
- 2) Identify the key symptoms, etiology and related factors (biological, social, behavioural, emotional and cognitive), course, and correlates of common psychological disorders.
- 3) Discuss basic evidence-based assessment and treatment of major psychological disorders.
- 4) Apply diagnostic criteria and case formulations in the assessment of major psychological disorders.
- 5) Evaluate issues surrounding psychopathology (e.g., identify myths and stereotypes) and the portrayals of mental health and illness from a diverse perspective.
- 6) Understand the impact of stigma on experience of mental health difficulties and vice versa.
- 7) Demonstrate appropriate academic independence, personal organization, and time management in completing assigned course tasks.

Lecture Content*:

Week	Date	Topic	Reading
1	January 9, 2024 January 11, 2024	Overview of Course and Syllabus Psychopathology in a Historical Context	Chapter 1
2	January 16, 2024 January 18, 2024	Integrative Approach to Psychopathology Clinical Assessment and Diagnosis	Chapter 2 Chapter 3
3	January 23, 2024 January 25, 2024	Diversity in Clinical Psychology Research- Guest lecture: Jennifer Martow Diversity in Clinical Psychology Research and exam review	Additional readings: see courselink
4	January 30, 2024 February 1, 2024	NO CLASS- Midterm 1 (Chapters 1-3 Diversity readings) Anxiety Disorders- Guest lecture: Linda Sosa	Chapter 5
5	February 6, 2024 February 8, 2024	Obsessive-Compulsive and Related Disorders Trauma and Dissociation	Chapter 6 (p. 172-187) Chapter 7
6	February 13, 2024 February 15, 2024	Mood Disorders	Chapter 8
7	February 20, 2024 February 22, 2024	READING WEEK (NO CLASS) READING WEEK (NO CLASS)	
8	February 27, 2024 February 29, 2024	Psychosis Eating Disorders	Chapter 14 Chapter 9
9	March 5, 2024 March 7, 2024	NO CLASS- Midterm 2 (Chapters 5-9, 14) Sleep-Wake Disorders	Chapter 10
10	March 12, 2024 March 14, 2024,	Neurodevelopmental Disorders	Chapter 15

11	March 19, 2024	Personality Disorders	Chapter 13
	March 21, 2024	Anti-social behaviour and CU traits	
12	March 26, 2024	Substance Use Disorders and Impulse Control Disorders	Chapter 12
	March 28, 2024	Mental Health and the Law	Chapter 17
13	April 2, 2024	In-class assignment- Broadening the Lens	(Note: April 8 - last day to drop class)
	April 4, 2024	Exam review	
	April 11, 2024	Final Exam (Semi-cumulative, emphasis on Chapters 9, 10, 12, 13, 15 17): 11:30-1:30	

*Slight shifts in the schedule may occur due to the pace of the course content, availability of guest speakers, and/or unforeseeable and unavoidable circumstances (e.g., school closures due to weather).

Course Assignments and Tests:

Assignment or Test	Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Midterm 1	January 30, 2024	**	1-3,5-7
Midterm 2	March 5, 2024	**	1-7
Mindtap	10 chapters completed (1% per chapter)	10%	1-7
Case study and Broadening the lens paper	April 2 by 11:59 pm	20%	5-7
Final Exam	April 11, 2024	**	1-7

**Lowest exam grade will be dropped. Therefore 2 exams will be worth 70% of your grade.

Additional Notes (if required):

The course structure and content is inspired by a Universal Design for Learning (UDL) framework. This approach is meant to be sensitive to the various backgrounds and learning styles of all students. Below are some additional details about the principles of UDL (as they apply to the delivery of this course):

- 1) Multiple means of engagement. Lectures will incorporate various ways of engaging students including class discussions, group activities, guest speakers, videos, practice questions, and real-life case examples. Questions and discussion are encouraged during lectures.
- 2) Multiple means of representation. Lectures will include different modes of presenting information including lectures, videos, and graphics. I use power point regularly and will do my best to post PDFs of the slides prior to class. To present concepts and information, I refer to relevant statistics, content from the text, and case examples from my own clinical work.
- 3) Multiple means of action and expression. This principle is based on the notion that students vary in their preferred mode of expressing what they have learned. Therefore, the exams in this course contain a range of question types such as: multiple choice, fill in the blank, T/F, and written components (e.g., short and long answer questions on a clinical case). Exams will test your knowledge and also your ability to integrate and apply that knowledge. **Only the final exam is cumulative with an emphasis on the last chapter.**

Based on the UDL framework, in-class time exams are designed to be completed in 60 minutes and will be taken in class. Therefore, if students require additional time (e.g., 1 1/2 time), they will need to book their exam through accommodations. If you have time extensions as part of your accommodations, please ensure your TA and the instructor is aware and have set up your additional time on Courselink at least 1 week prior to the first midterm. If accommodations beyond time extensions are required through Student for Accessibility Services, please make arrangements with the instructor and SAS to help with those accommodations.

I acknowledge and understand that some points of the semester may be more difficult than others for students for various reasons. **Therefore, the lowest exam mark will be dropped from your final grade.** This also means that if you miss an exam, the weight of that exam will move to the other two.

Students vary in the type of content they find “easy” versus “hard” to learn, and students may experience various stressors (e.g., demands from other courses) and hardships (e.g., illness) throughout the semester that can adversely impact their performance on exams. **Therefore, you are only required to complete 10 Mindtap chapters. These need to be completed prior to the exam. I highly recommend using Mindtap to study for the midterms throughout the term rather than leaving them until the last moment.**

Another evaluation method in this course is the Case Study and Broadening the Lens assignments, which are designed to be able to be completed during class on April 2,

2024. To accommodate varied processing styles and speeds, **you will have until 11:59pm on April 2 to submit this assignment** (on CourseLink).

Finally, I employ other methods of assessing learning during lectures such as practice questions and class discussions. Even though these are not for marks, these activities reflect general learning that has occurred in the class as a whole.

Midterm and exams

Mid-term and exam content will be based on both the readings and the lecture material. To be familiar with all of the information required for the exams, you need to complete the readings and attend or watch all the lectures. In other words, you are responsible for all of the material in the assigned text chapters even if not covered in class; you are also responsible for all material covered in class, even if it is not covered in the text. The first and second midterms will be based on material noted in the syllabus calendar. The final exam will be semi-cumulative, meaning some content from the first two midterms may be covered, however, the emphasis will be on the last third of the course. Combined, your exams will each be worth 35% for a total of 70% of your mark, with the bottom exam mark dropped.

All midterm exams will be held in person and will be 60 minutes in length. The exams in this course contain a range of question types such as: multiple choice, fill in the blank, T/F, and written components (e.g., short and long answer questions on a clinical case). You will not be able to attempt the exam multiple times.

The midterm exams will be held on courselink with lockdown browser, however, you will need the code provided in class to begin the exam. The exam officially begins at 5:30 PM and you will have 1 hour from the time you open the exam on courselink to complete it (i.e., if you are 10 minutes late to the exam, you will still have an hour). You will need to show your student ID and sign out of the class with the TAs or instructor. **There will be NO option to complete the exams from home. **If you do not have a reliable laptop or tablet, you may request a paper copy of the exam by emailing your TA. This request MUST be done at least 1 week prior to the exam.** If you show up on the exam day and request a paper copy without asking ahead of time, we will likely be unable to accommodate you.

If you require SAS accommodations, please make arrangements with SAS to take the exam in their centre. We will work with you and SAS to ensure smooth access to the exam either online or on paper depending on your accommodations.

Final exam format. The final exam will be 2 hours and similar form to the midterms. TBD as to whether it will be online or on paper.

Final examination date and time: April 11, 2024; 8:30-11:30am

Missed Exams: If you miss an exam due to illness, accident, or family affliction, **you must notify your TA (via email) within 48 hours of the missed exam.** Failure to do so, will result in a zero

on the exam. One make-up exam day will be provided the next week. **If you miss the make-up quiz with a valid reason, you must notify the TA within 48 hours of the missed exam. If you miss one exam, the weight will move equally to the other two exams. If you miss both midterms, the weight of the exams will both move to the final exam.**

Students with documented absences for the final exam will have an opportunity to write the test during the University-wide re-write period. The only accepted reasons for missing the midterm and/or final exams are: a) medical reasons, b) compassionate reasons, and c) conflict with a religious holiday. **If you miss the final exam**, you must provide an original copy of official documentation (e.g., a note from a doctor, program counsellor, funeral home) verifying why you were unable to write the exam within 5 calendar days of the exam or you will receive a 0% on that exam. **Having work or a trip planned for the day of the midterm or exam is not considered a valid excuse for missing an exam.**

You should be aware that if you miss the make-up test as scheduled, you may not receive the requisite 25% feedback on your course work before the course drop deadline to determine whether or not you need to drop the course. Therefore, it is in your best interests to write tests as scheduled by the course instructor.

Assignment Descriptions

Mindtap

Mindtap is a study aid linked to your textbook. You are required to complete 10 chapters worth of Mindtap end of chapter quizzes (out of a possible 14 chapters in the course). Mindtap can be accessed through Courselink under “Contents” – Access Mindtap. I have also linked the chapter quizzes with the corresponding weeks (e.g., Psychopathology in Historical context is under Week 1). You will have 3 opportunities to take each end of chapter quiz and your highest mark will be uploaded to your gradebook. If you complete more than 10 chapters worth of quizzes, your HIGHEST 10 weeks will count towards your final grade.

You will also have access to other components in Mindtap such as practice quizzes and mastery training. I highly recommend using these as study aids for the midterm and final exam. All chapters will be due the day of the exam (April 11), however, I do not recommend leaving this to the end of the semester.

Broadening the lens paper (20%):

The profession of psychology is grounded predominantly in Eurocentric assumptions and ways of knowing. Theories and perspective on health, illness, and intervention are generally oriented towards people whose identities match the dominant culture (e.g., white, cisgendered, heterosexual, native-born, etc.). This assignment encourages you to think about a course topic

from a critical lens. You will select a topic that we are learning about this term (e.g., Anxiety, Depression, Personality Disorders, etc.), and locate an empirical or theoretical article that addresses the topic from a diversity or social justice perspective. This could take many forms, such as an examination of distinct risk factors in certain communities (e.g., LGBTQIA2S+; racial minority, disability) for a mental health condition, ways in which policies or practices create barriers to receiving care for a mental health condition in certain communities, or ways in which current approaches to assessment or treatment might be a poor match in certain communities. Other critical perspectives are also welcome. You can run your idea by me if you are unsure. This paper will consist of a statement of the problem (e.g., a summary of how or why current knowledge/practice do not meet the needs of a particular community, and why this is problematic) and your perspective (e.g., ways to improve the status quo). Your paper should be no more than two double-spaced pages. It is highly recommended that you come to class on April 2 with the paper you would like to write about selected, however, you can choose to select it during class if you prefer. This will just leave less time to use towards writing. More information will be given in class.

Course Resources

Required Texts:

Psychopathology: An Integrative Approach (7th Canadian edition) by David H. Barlow, V. Mark Durand, Stefan Hofmann, and Martin L. Lalumière.

Three copies of the text will be available on Reserve at the Library.

Recommended Texts:

This is by no means required, but is a helpful resource to better understand the diagnostic criteria and associated features of the disorders that will be discussed in class:

American Psychiatric Association (2022). Diagnostic and Statistical Manual of Mental Disorders DSM-5 TR. Arlington, VA: American Psychiatric Publishing.

Course Policies

Grading Policies

Late Assignments. It is your responsibility to meet course deadlines. A degree of academic independence, as well as personal organization and time management are explicit learning outcomes of this course. The Broadening the lens assignment is designed to be completed in class, however students will have until 11:59pm on April 2, 2024 to submit their assignment (on CourseLink). As of 12:00am on April 3, 2024, 10% will be deducted from the overall grade and an additional 10% will be deducted for each 24 hours past the due date (including weekends).

After 5 days, you will be assigned a 0% for this assignment. Please consider this policy as you develop a plan for completing the work in this course.

[Undergraduate Grading Procedures](#)

Course Policy on Group Work:

The assignment is also completed independently, but may be inspired by material discussed in class, in the text, or on Mindtap. While all students should be submitting their own assignments, you may wish to talk through your assignment with a peer to truly reflect on your article. You may even want a peer to read through your paper if you are concerned. This is allowed and encouraged (and why all of my published papers have multiple authors). However, each student must submit their own assignment and not copy another student.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

All lectures will be recorded and posted on CourseLink. These lectures are only meant for those within the class and sharing these videos with those outside of the course is not allowed without the consent of the instructor.

University Policies

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirusinformation/>) and circulated by email.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar: [Academic Misconduct Policy](#)

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email accessibility@uoguelph.ca or the [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to Courselink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

As these feedback questionnaires are very important to Dr. Craig's ongoing appointment, if 60% of the class completes the questionnaire, 1 easy question will be provided on the final exam. If you 80% of the class completes it, 2 easy questions will be provided on the final exam. If 100% of the class completes it, 5 easy questions will be provided on the final exam.

Drop date

The last date to drop one-semester courses, without academic penalty, is April 08, 2024. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#)

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

Email Communication

Please use your UoG email address when communicating with the course instructor and T.A. as messages from other addresses may not always be received and it is your responsibility to ensure that we receive your messages. For example, if you email the T.A. or course instructor that you missed an exam and we do not receive your message, you will not receive information about the make-up test/exam. If you miss the make-up test/exam for this reason, you will not receive another chance to write the make-up test/exam. You should also save a copy of any message sent to the course instructor and/or T.A.

Please follow appropriate email etiquette (e.g., include a formal greeting and sign with your full name). Your email should indicate the course number and section in the subject field, and your student number in the body of the email. You should receive a response within 48 hours. If you do not receive a response within 48 hours on a weekday or 72 hours on a weekend, please check your junk mail folder and follow up with us.

Please note that the email rules also applies to prior to the exam. We will not answer any questions about the exam within 48 hours of the exam. Therefore, if you have a question about the exam, please ensure you email your question the week before. Or even better- ask your question in lecture!