

Learning Objectives

Objective 1. Students will recognize the signs and symptoms of psychotic disorders that differentiate them from other behaviours and other mental disorders

Objective 2. Students will be able to explain how neuropsychological models account for symptoms of psychosis

Objective 3. Students will debate the efficacy of various forms of treatment for psychotic disorders

Objective 4. Students will be able to interpret emerging scientific literature in order to critique studies examining the causes and treatments for psychotic disorders

Assessment of Competency

1. Quizzes(30%)

Each week, after the first week, a short quiz will accompany lecture slides. The goal of these quizzes is to check your acquisition and synthesis of the knowledge in the slides. The quizzes will have four to seven questions each week. Your lowest quiz grade will be removed, leaving a total of 10 quizzes worth 3 points each contributing to your final mark.

Late quizzes will be penalized 1 point per day late.

2. Examining Original Data from Popular Media Reports (20%)

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, record it, and submit it for class review. These lectures should be about 5 minutes and students can use slides or any other methods for presenting their case.

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.

Additionally, each student will provide their own interpretation of another student's media selection in the form of a one page maximum* (single-spaced*, 1 inch margins*, 12-point font*) "Letter to the Editor" requesting further consideration of the issues in future work. (10%)

*violation of any parameters will result in the letter being returned without a grade

Letters to the editor should be written in a professional tone, point out factual errors, and provide concrete reasons why the editor should be compelled to take action based on your suggestions. You should strive to make sure your letter is not simply a written version of a student's presentation. Incorporate your own thinking.

3. Forum discussion of weekly readings(20%)

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Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016 (see

<https://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslclwww/files/files/policies/senateandtrustees/ACADACCOMMPOLICY2016.pdf>). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Statement on Academic Integrity

Please note the University's policy on Academic Integrity
<https://www.queensu.ca/artsci/students-at-queens/academic-integrity>

The following statement on academic integrity builds on a definition approved by Senate and is designed to make students aware of the importance of the concept and the potential consequences of departing from the core values of academic integrity. It is highly recommended that this statement be included on all course syllabi. Instructors may also consider including this statement with each assignment.

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity; honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senate/report-principles-and-priorities>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1>), on the Arts and Science website (see <https://www.queensu.ca/artsci/students-at-queens/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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.uslclwww/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

Class Schedule:

Note: The following schedule is subject to change.

<p>Week 4 Sep 28- Oct 2</p>	<p>Cognition as the Core Feature of Schizophrenia</p>	<p><i>Reading:</i></p> <p style="text-align: center;"><i>World Psychiatry 18</i></p> <p style="text-align: center;"><i>American Journal of Psychiatry 163</i></p> <p style="text-align: center;">Writing Assignment1 Due</p>
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<p>Week 5 Oct 5-9</p>	<p>Cognitive Enhancement</p>	<p><i>Reading:</i></p> <p>1.</p> <p style="text-align: center;"><i>Schizophrenia research 215</i></p> <p>2.</p> <p style="text-align: center;"><i>American Journal of Psychiatry 176</i></p>
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Oct 19-23

Medication
Treatments

Reading:

Harvard

review of psychiatry 15

JAMA psychiatry 70

Schizophrenia research 170

Media Presentations Due

Week 10	Social Cognition	<p><i>Reading:</i></p> <ol style="list-style-type: none"> 1. <p><i>Clinical Psychology Review 56</i></p> <ol style="list-style-type: none"> 2. Grossman
Week 11	Innovative Treatments	<p><i>Reading:</i></p> <ol style="list-style-type: none"> 1. <p><i>Clinical schizophrenia & related psychoses 11</i></p> <ol style="list-style-type: none"> 2. <p><i>The Lancet Psychiatry 5</i></p> <p>Writing Assignment3 Due</p>
Week 12	Phenomenology of Psychosis, Stigma, and Recovery	<ol style="list-style-type: none"> 1. <i>Annual review of Sociology</i>