

# PSY 342H1S – Cognition and Psychopathology

Summer 2024 / Mondays + Wednesdays from 2PM-5PM EST / RW143

Course Website: <https://q.utoronto.ca>

Instructor: Hannah Marlatte ([hannah.marlatte@mail.utoronto.ca](mailto:hannah.marlatte@mail.utoronto.ca))

Office Hours: Online by appointment

<https://calendly.com/hannahmarlatte/PSY342officehours>

Teaching Assistant: Tayler Wells ([tayler.wells@mail.utoronto.ca](mailto:tayler.wells@mail.utoronto.ca))

Office Hours: TBD

## Prerequisites:

PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, and one of PSY230H1/ PSY230H5/ PSYB30H3, or PSY240H1/ PSY240H5/ PSYB32H3, or PSY270H1/ COG250Y1/ PSY270H5/ PSYB57H3. Exclusion PSY340H5. It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course.

## Course Materials:

### Research Articles (required):

Primary research articles will be assigned each week and are listed below in the course schedule – these will also be made available on Quercus.

## Course Description

Work in psychological disorders has increasingly used the theories and methodologies of cognitive psychology to guide research. This course will examine accounts of clinical disorders informed by cognitive experimental psychology, with emphasis on recent work in affective disorders. By taking a neuropsychological perspective, this course will provide a survey understanding of field of cognitive neuropsychiatry.

## What will you learn?

By the end of this course, you should be able to:

- 1) Demonstrate knowledge about the neuropsychological study of mental health disorders from both historical and current perspectives

- 2) Examine how taking a neuropsychological approach can inform our understanding of underlying mechanisms of various mental health disorders, informing future interventions and our conception of the healthy mind
- 3) Evaluate research in the field of cognitive neuropsychiatry through understanding current theoretical, conceptual, and methodological issues
- 4) Develop your research communication, critical thinking, and writing skills through designing a visual abstract and writing an article critique

## Who is your instructor?

My name is **Hannah Marlatte** ([hannah.marlatte@mail.utoronto.ca](mailto:hannah.marlatte@mail.utoronto.ca)). I am a PhD candidate, researching how experiencing trauma can impact people's ability to imagine new scenarios and explore their surroundings, and how such changes manifest in the brain. I also conduct more basic cognitive neuroscience research studying how physiological stress and focal brain damage impact memory processes.

The teaching assistant is **Taylor Wells** ([taylor.wells@mail.utoronto.ca](mailto:taylor.wells@mail.utoronto.ca)). Please reach out to them if you need help reviewing course content, have questions about the assessments, or would like any advice about the course.

## How will this course be structured?

### Lectures

Lectures will take place in person every Monday and Wednesday from 2-5PM EST in RW 143. Each lecture, we will introduce and discuss important concepts of the course. I encourage you to take notes and ask any questions you have to clarify and expand on the material covered. You will be responsible for material covered during the lectures for the tests. Although lectures will be recorded, in-person attendance is encouraged.

### Readings

There will also be one research article assigned each week related to the concepts being covered. To get the most out of this class, I suggest completing all readings before the lecture.

### Quercus

This course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular basis. Additionally, all assignments will be submitted through Quercus.

## How will we communicate?

I will try to facilitate as much communication as possible in this course—I encourage you to communicate whether you want to clarify concepts you might not understand, further explore certain topics you are interested in, have questions about the real-world application of the topics we cover, or want to re-clarify a grading decision.

Most general questions related to course content, policies, or assessments should first be posted to the Quercus Discussion Board – this will not only help yourself, but many of your classmates will likely have the same question! You are encouraged to both ask and respond to questions on the Discussion Board. The TA and I will be monitoring the board as well. Conceptual questions would be best saved for office hours.

You can schedule one-on-one office hours by appointment with me using the following website (<https://calendly.com/hannahmarlatte/officehours>). During office hours, we can talk about anything that you are curious about, whether it's about material in the course, ideas for assignments, or questions about research/careers. If you cannot find a time that works for you, please email me to schedule something.

For any issues regarding verification of illness, accessibility concerns, or other concerns specific to the course structure, you can email me directly.

For all forms of communication, please use proper punctuation, spelling, grammar, complete sentences, etc, and use your University of Toronto email account. When emailing myself or the TA, please include “PSY493” in the subject line. We will try our best to respond to all emails within 2 business days – responses may be delayed during especially busy times, so I recommend going over the syllabus, website, and Discussion Board to see if your question has already been answered.

## What will we be doing?

### Tests – 55%

There will be two tests—the midterm test worth 25% and the final exam worth 30%—each consisting of multiple choice and long answer questions. Tests are non-cumulative and will primarily cover material from the lectures prior to the test. However, some questions will require integration of material covered across the course, so don't forget what you have learned! The questions are designed to not only test your knowledge of the course material but also your ability to apply concepts in novel situations. Test material will primarily come from the lectures but will also include material from the assigned readings. Students are responsible for attending lectures and reading the assigned materials, as lectures will not cover all material contained in the readings (and vice versa). Test 1 will be in person and during our normal class time and place. Test 2 will be scheduled during the final exam period.

## **Visual Abstract and Article Critique – 40%**

Cognitive neuropsychiatry is heavily informed by current clinical understandings and aims to translate cognitive neuroscience research for future clinical applications; therefore, scientific literacy and accessible scientific communication are integral skills to navigate this interdisciplinary field. To allow you to develop both, the major assignment of this course is to create a visual abstract of a scientific research article examining a cognitive process in a mental health disorder, along with a critique of the article. The critique will be a 4-5 page paper following APA-style that evaluates and analyzes the research itself, whereas the visual abstract will focus on summarizing the article in an accessible way for a non-expert audience. Submission of this assignment will be done in 4 steps:

### **Step 1 – Pick an article!**

For this assignment, you can pick one of the three highlighted articles. These will be posted on Quercus.

#### **1. Depression**

Psilocybin therapy increases cognitive and neural flexibility in patients with major depressive disorder (Doss, et al., 2021)

#### **2. Anxiety**

Recalling courage: An initial test of a brief writing intervention to activate a 'courageous mindset' and courageous behavior (Kramer, et al. 2019)

#### **3. Stress**

Twin-based study of the complex interplay between childhood maltreatment, socioeconomic status, and adult memory (Goldberg, et al. 2013)

### **Step 2 – Visual abstract draft – 5%**

Once you have selected an article, you will complete a draft of your visual abstract. This entails creating a visually pleasing infographic summary that concisely conveys the main motivation, methods, results, and conclusions of the article, and should mostly be conveyed through icons and images. This draft is not meant to be a rough or unfinished version; it should indicate that you have thought critically about the research question, methodology, and results, as well as made your best efforts to visual translate this clearly for your reader. You will receive peer feedback and feedback from myself during a workshoping session in class on July 31st. This is to promote collaboration and share ideas, as well as highlight any aspects that could be improved, corrected, or clarified.

Submission of a draft and participation in the workshop will be graded for completion. If you submit a draft with all components and are actively participating in the workshop, you will receive full points for this step. Note that if you submit your abstract draft late (without pre-arranged accommodations) you will receive a zero for this portion and may not receive feedback.

### **Step 3 – Visual abstract – 15%**

Next, you will integrate the feedback you received to finalize your visual abstract. This should not only improve your visual abstract but help ensure you are understanding the articles motivation, methodology and conclusions which is integral for your article critique.

### **Step 4 – Article critique – 20%**

Finally, you will submit a 4-5 page critique of the article you chose following APA formatting (7<sup>th</sup> ed.). This should not be a summary of the article but an evaluation of the authors motivation, research question, experimental design, interpretation of the results, and scientific communication. This will be evaluated based upon your depth of critical thinking, your ability to articulate clear and informed arguments, and your adherence to APA style.

### **Engagement – 5%**

For any course, the deeper you engage with the material, the more likely you are to integrate the new information with knowledge you already have and apply it to new situations. We also all bring unique prior knowledge and experiences to the class, which can help us make new insights and connections we otherwise wouldn't on our own. Therefore, I highly encourage engagement with the material and each other to support your learning. This will be assessed in lecture attendance and completing two check-in surveys.

#### **Lecture attendance – 4%**

Attending lecture in person provides greater engagement with the material and class community compared to viewing lectures online. This not only provides greater opportunity for connections to be made within and outside the course but also provides space for clarification if confusion arises. **For each class you attend, you will receive 0.5% up to a total of 4%** — this means you can miss two lectures for any reason and still receive full marks for attendance.

#### **Survey participation – 1% for both**

Check-in surveys provide a way for you to communicate with me about the course throughout and can be done anonymously. The introduction survey helps me get to know you better and learn what you are looking to get out of the course at the start. The midterm survey provides a way to assess if I am successful at helping you reach your learning goals and lets me know if anything needs to be adjusted part-way through. It also can help you reflect on how you have been engaging with the course during the term.

## What is the course schedule?

| Week | Class Date | Topic   | Readings  | Due   |
|------|------------|---|---|---|
| 1    | July 3     | Intro to Psychopathology  | Hohwy & Rosenberg (2005)<br>White et al. (2012) | Introduction survey – due July 5 @ 11:59 EST      |
| 2    | July 8     | Cognitive Processes   | Dalgleish (2004)                                |   |
| 3    | July 10    | Depression  | LeMoult & Gotlib (2019)                         |   |
| 4    | July 15    | Anxiety Disorders   | Saviola et al. (2020)                           |   |
| 5    | July 17    | --- TERM TEST ---   |   |   |
| 6    | July 22    | Substance Use Disorders   | Naqvi et al. (2007)                             | Mid-term survey – due July 22 @ 11:59 EST         |
| 7    | July 24    | OCD<br>Eating disorders   | Figee et al. (2011)                             |   |
| 8    | July 29    | Trauma Disorders  | Moore et al. (2008)                             |   |
| 9    | July 31    | Dissociative and Somatic Disorders<br><b>Visual Abstract Workshop</b> | Lyssenko et al. (2018)                          | Visual abstract draft – due July 30 @ 11:59PM EST |
|      | Aug 5      | --- NO CLASS (CIVIC HOLIDAY) ---                                      |   |   |
| 10   | Aug 7      | Schizophrenia Spectrum  | Juckel et al. (2006)                            | Visual abstract – due Aug 8 @ 11:59PM EST         |
| 11   | Aug 12     | Autism Spectrum<br><b>Guest Lecture: ADHD</b>                         | Livingston et al. (2019)                        |   |
| 12   | Aug 13     | Review  |   | Article critique – due Aug 13 @ 11:59PM EST       |

The final exam is non-cumulative and will be scheduled during the exam period (August 15<sup>th</sup> – 23<sup>rd</sup>). The specific time and place will be announced once finalized.

# What are the course policies?

## Community Guidelines—to be created together on Week 1

### Academic Misconduct Policy

The University of Toronto takes its commitment to academic integrity very seriously— as such, there are serious consequences for instances of academic misconduct. Behaviours that constitute academic offences are outlined in the University of Toronto's Code of Behaviour on Academic Matters and will be investigated following procedures outlined there (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). This includes submitting the work of another (whether in part or in whole) as your own, possessing prohibited materials while writing tests, and providing or receiving assistance from another student unless explicitly permitted to do so. Unless explicitly stated, all homework, writing, assessments, etc. submitted for a grade for this class must be done independently.

If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see A&S Student Academic Integrity (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the University of Toronto Website on Academic Integrity (<https://www.academicintegrity.utoronto.ca>).

### Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see <https://registrar.utoronto.ca/policies-and-guidelines/verification-of-illness-or-injury/>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

### Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or

accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

### **Missed Test Policy**

Missed tests without providing valid documentation will be treated as zeros. A make-up test will be arranged should you miss Term Test 1 or Term Test 2 with valid documentation as described in the Specific Medical Circumstances, or through the College Registrar or Accessibility Services. You must contact me within one week from the date of missing the test and submit proper documentation. If an absence extends beyond 7 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with the College Registrar. They can provide advice and assistance reaching out to instructors on your behalf.

### **Late and Extension Policy**

Late submission of the final draft of the visual abstract and article critique will be penalized 10% for each day after the deadline, to a maximum of 4 days (40%). After this time, assignments will no longer be accepted. In the case of extraordinary circumstances, I encourage you to email me. Please include the appropriate details and we will set up a time to discuss on a case-by-case basis. Extensions will only be granted for rare circumstances and will only be accepted with the accompanying documentation. Please email me at least 72 hours before an assignment is due to request an extension.

The visual abstract draft will not be accepting late submissions, therefore any submissions after the due date will receive a zero.

### **Grading Dispute Policy**

If you believe that your assignment was graded unfairly, please first wait for at least 24 hours following the return of the assignment before contacting us. Afterwards, you can contact the TA with details on where you think something was overlooked to set up a meeting to review your assignment. If you still feel as if your assignment was graded unfairly following this meeting, you can email me a short paragraph detailing your grade concern to request a regrade – grade disputes are not to be directed to your TA. Keep in mind that the regrade is final and your mark could go up, go down, or stay the same. Requests must be made no later than two weeks from when the work was returned.

### **Audio Recording and Lecture Materials Usage Policy**

Recordings are only for personal use and may not be shared with other students or distributed online unless permission is granted. Note that your participation may be recorded on audio and be made available to students in the course for viewing remotely and after each session. Course videos and materials belong to the instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. For questions about recording and video use, please reach out to me.



Materials provided by me and the TA (including, but not limited to, the syllabus, lecture slides, handouts, recordings, etc.) are to be used by yourself and the other class members only. They are not to be posted in any public access forum or otherwise distributed without explicit permission from your instructor. Non-compliance with these terms violates an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

### **Harassment, Discrimination and Classroom Etiquette**

The University of Toronto is a diverse community and is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

It is important that together we understand what is deemed respectful and accessible to each other, which allows us to create a safe, equitable, and productive space for learning for everyone. If there is anything to be addressed or any access needs that may impact your ability to engage or participate in the course, please let me know.

### **Accessibility Services**

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

### **Religious Accommodations**

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with

sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

### **Mental Health and Well-being**

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<https://studentlife.utoronto.ca> and <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>). An important part of the University experience is learning how and when to ask for help, which can help your self-advocate in other areas of your life. Please take the time to inform yourself of resources available to you.

### **Writing**

Good writing skills are crucial in university, and I believe something we are all able to improve upon. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centers and writing courses, please visit: <http://www.writing.utoronto.ca/>.

### **Plagiarism Detection Tool**

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

### **Guidance for Undergraduate Students in Psychology**

A new webpage has been built as a home base for students navigating the various challenges that may arise over the semester. It compiles institutional policies in one place and breaks them down into step-by-step instructions for students, while clarifying the expectations of instructors. This resource should help address any uncertainty around expectations and norms that many students have recently expressed, providing clearer, consistent guidance to help you better navigate your undergraduate education, especially when facing challenges. Please visit: <https://www.psych.utoronto.ca/current-program-students/guidance-undergraduate-students-psychology#coursework-grades-accordion-5>