

Psychology 4550 – Schizophrenia
Fall 2010
Dr. Veronica Horn

Class times and location: Mondays 6-8:50 pm; makeup class, Wednesday Dec. 8, 6-8:50pm; AH118

Office hours: by appointment

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Required Reading: Shean: Understanding and Treating Schizophrenia; Canadian Code of Ethics for Psychologists (download from www.cpa.ca).

Purposes of the Course:

This course will give an overview of this common and devastating mental illness. It will cover most areas of psychology, from genetics, neural development and language communication to the influence of the family, history of the disease and impact on the community. Thus this is somewhat of an overview on psychology. The wide range of topic areas will allow you to take this as a Social Science or a Science course for the purposes of meeting your degree requirements. But you are still expected to learn and appreciate all aspects. By focusing narrowly on one disease you should learn not only about the disease itself but also about the inter-relatedness of all areas of psychology.

Because this is a seminar course, the classroom is yours to present and discuss, rather than mine to tell you what's important. As a result, a significant portion of your grade will be based on class participation and your individual presentations. The remainder of the grade will be based on an essay.

As a result of the generous assistance of and collaboration with the Schizophrenia Society of Lethbridge, you will have the chance to meet people affected by the disease, as well as receive a presentation by the Schizophrenia Society. The intention is to help you be mindful throughout the course of the human face of the disease.

Course Requirements:

1) Presentation, 40%: Each student in the class will have about half a class to provide a presentation (about 30 minutes) and facilitate discussion (about 30-35 minutes) on a chosen topic area. The textbook chapter or other assigned reading (where there is one) is meant to be a springboard, not the majority of the presentation. Use the resources of the library and the Schizophrenia Society to help you select material. Consider a variety of media to educate us, including overheads, film (if short), handouts – anything that works. I am available for consultation regarding presentations and how to convey the material. You will also need to prepare questions to guide the discussion.

Marks will be allocated for the content as well as the process, i.e., presentation of the material and facilitation of the discussion.

This formal presentation is worth 35% of your final grade.

I will start giving grades for the presentation about halfway through the presentations. Please note this is not meant to torture you but rather to ensure that I am making fair comparisons. I will give feedback on strengths and weaknesses of each presentation the week following the presentation.

At the end of the semester, each student will present a brief (5 minute) assessment of what the future holds for his/her topic area. This brief presentation is worth 5% of your final grade.

2) Participation, 20%: As with any seminar, this class emphasizes student participation. Participation includes and will be evaluated based on obvious preparation prior to each class (e.g. reading the text) and a balance of frequency and quality of participation in class discussions. More isn't necessarily better. In-class participation at its best is respectful, thoughtful and still challenging, offering questions, answers and comments. For some of you the challenge will be to find your voice in the class, for others it will be to tame your enthusiasm so that others have a chance to speak. Rules of courtesy also apply (e.g., turning off cell phones). For full marks in this requirement, contribute to each discussion respectfully and allow others their turn.

3) Essay, 40%: Each student will hand in an essay of 10-15 pages, APA format, on a different topic area than that chosen for the presentation. It will be at least partly a critical evaluation of the research area. Marks will be allocated for content as well as for organization, clarity, writing style and APA format, although if the paper deviates too far from APA style I won't mark it.

I would like you to form pairs, one doing a presentation, the other the essay on one topic. This cooperation will be discussed in the FIRST CLASS. Should the essay-writer help the presenter? Give him/her critical comments? Should the presenter help the essay writer learn how to present the same material differently? We will discuss these possibilities. The essay is due Nov. 29. If you would like me to review a draft of your paper or outline, please give it to me by Nov. 8 and I will return it Nov. 15.

Grading:

A+ (90-100) B+ (77-80) C+ (67-70) D+ (56-60)

A (85-90) B (73-77) C (63-67) D (50-56)

A- (80-85) B- (70-73) C- (60-63) F (<50)

Of course if you are precisely on the border you get the higher mark.

NOTE: If students are not able to complete an aspect of the course they must contact the instructor as soon as possible before the due date. Failure to notify the instructor prior to the due date will result in a mark of zero. Medical reasons must be supported by a statement that performance would be seriously affected. The physician's name, address and telephone number must be included. Non-medical reasons must also be supported.

Course Schedule

Date	Topics	Readings	Activities
Sept. 13	Organization, Schizophrenia Society presentation	none	Introductions, Course Overview, Presentation by Schizophrenia Society
Sept. 20	More organization, Guest Speakers: Persons living with Schizophrenia	none	Presentation and essay topics, Guests
Sept. 27	Definition, History	Chap. 1 & 2	2 presentations
Oct. 4	Genetics, Early Environment	Chap. 7 & 12	2 presentations
Oct. 11	NO CLASS - Thanksgiving		
Oct. 18	Neural Development, Brain Anatomy	Chap. 8 & 10	2 presentations
Oct. 25	Memory, Thinking, Language	Chap. 4 & 13	2 presentations
Nov. 1	Epidemiology, Disease Course	Chap. 3	2 presentations
Nov. 8	Sub groups (e.g., age, gender), Ethics	Canadian Psychologists' Code of Ethics, download from www.cpa.ca	2 presentations, Draft essays or outlines in (optional)
Nov. 15	Drug Treatment, Non-drug Treatment	Chap. 9 & 11	2 presentations
Nov. 22	Family Interactions, Community Impact	Chap. 14 & 15	2 presentations
Nov. 29	Coping Strategies, Cross-Cultural Comparisons	none	2 presentations, ESSAYS IN
Dec. 6	Social Definitions of Madness, Diathesis-Stress Models	Chap. 5	2 presentations
Dec. 8	Makeup class. Last Class Review, Future of all topic areas	none	ALL presenters