

Syllabus for the course

“Abnormal and Clinical Psychology: Social and Cultural Contexts”

5 ECTS

Approved
MP Academic Council
Protocol № ___ " __ " _____ 2016

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Deptment	Department of Psychology
Number of credits	5 credits
Contact hours	48
Self-study	142
Year of study	1st year
Format of study	Without online courses

I. COURSE DESCRIPTION

Course prerequisites and formed competencies:

The course is an elective designed for first or (preferably) second year master students, and does not have any specific prerequisites. However, some exposure to introductory psychology, social psychology and/or (cross-) cultural psychology at the undergraduate or graduate level is expected.

The working language of the course is exclusively English, which includes teaching, presentations, and all communications. In order for the student to be able to benefit from the course, an excellent ability to write, comprehend, and speak in English is required.

Abstract:

The following course is an introduction to topics in abnormal psychology and clinical psychology, including the classification and etiology of common mental disorders, psychological assessment and treatment. Topics will be examined through a critical, cultural, socio-ecological, as well as a historical and biological lens. Acculturation processes and immigrant mental health research is also discussed. The course is designed to give students a broad overview of the field of clinical and abnormal psychology, and may be useful background for students who are interested in eventually pursuing mental health related research from a social or cultural perspective, or those who simply wish to have a better conceptual grasp of the field. As an introductory course, no specific prerequisites are required, although students are expected to have been exposed to material in introductory psychology undergraduate courses and may benefit from having some previous exposure to social and cultural psychology.

II. LEARNING OBJECTIVES

The main objectives of the course are:

- To familiarize students with psychological disorders, their assessment and treatment
- To examine the origins and basic theories in the field of abnormal and clinical psychology



- To develop an appreciation for how social and cross-cultural psychology may inform abnormal and clinical psychology, as well as vice versa
- To cover basic issues in immigrant mental health
- To develop students' capacities to be able to present and participate in basic scientific discussions in the field

Methodology of the course:

- The course utilizes a combination of:
 - a. Didactic lectures covering historical, contemporary, theoretical and empirical issues
 - b. Practical labs involving discussions about topics in the field and analysis of videos (e.g., patient-therapist interactions, phenomena in abnormal and clinical psychology)
 - c. Student presentations during seminars on clinical phenomena and their biopsychosocial underpinnings
 - d. Readings and assignments are designed to facilitate greater depth of discussion and facilitate connections between various disciplines within and beyond psychology (e.g., psychiatry, sociology)

III. LEARNING OUTCOMES

Results

- Student will become familiar with the history of abnormal and clinical psychology, the definitions of normal and abnormal, the biopsychosocial model, and the role of clinical psychologists
- Familiarity with common social, psychological and biological pathways of various groups of mental disorders, and develop an appreciation of the empirical evidence base supporting such explanations
- An appreciation for the interplay between social, cultural and clinical/abnormal psychology: how social phenomena (e.g., social support, social ecology, social cognition, self, interpersonal and group processes, cultural differences, immigrant adjustment) may help us understand clinical phenomena, and how clinical phenomena (e.g., anxiety, depression, psychosis) may shape the social process (e.g., biases, relationships).
- Students will organize a power-point presentation on a mental health issue during the seminars, and present information on how social or cultural psychology may inform the clinical phenomenon, and/or how the mental health issue may inform social and cultural psychological research. Students will be open to feedback during discussions
- Develop a research proposal (introduction, hypotheses, proposed method, expected results, discussion, references) that ties ideas in abnormal and clinical psychology to social, cognitive and/or cultural psychology. APA style is expected

IV. COURSE PLAN

Lesson 1. Introduction

Topic 1. Course overview

Overview of the course and assignments. The history of abnormal and clinical psychology is examined, as well as common classification systems and related controversies from a critical perspective that takes into account changing social contexts.

Topic 2. Research methods

The following lesson covers common research methods used in abnormal and clinical psychology.



Social psychology students may already be familiar with the approaches, although methods common in healthcare research will also be examined (e.g., Randomized Control Trials [RCTs]; effectiveness vs. efficacy, clinical significance)

Lesson 2. Lessons 2 and 3 provide a broad overview of common mental disorders (e.g., anxiety, depression), or those that have received significant attention in the research literature (e.g., schizophrenia). Social and cultural factors are explored, including perspectives from cultural-clinical psychology.

Topic 3. Overview of mental disorders, diagnosis, epidemiology, and treatment: Pt 1 (anxiety, obsessive compulsive (OCD), and mood disorders)

Topic 4. Overview of mental disorders, diagnosis, epidemiology, and treatment: Pt 2 (trauma and related concerns: post-traumatic and dissociative disorders)

Lesson 3. Overview of mental disorders (continued)

Topic 5. Overview of mental disorders, diagnosis, epidemiology, and treatment: Pt 3 (Psychotic Disorders and Schizophrenia)

Topic 6. Overview of mental disorders, diagnosis, epidemiology, and treatment: Pt 4 (Personality disorders, and Somatic Symptom Disorders)

Lesson 4. Clinical psychologist roles

Topics 7 and 8 cover common roles of clinical psychologists (assessment and treatment of psychological problems), and the scientist-practitioner model. Psychologists' roles are differentiated from other clinical and research disciplines (e.g., psychiatry, social work). A cultural-clinical psychology perspective is used.

Topic 7. Clinical psychologist roles: Assessment

Topic 8. Clinical psychologist roles: Treatment

Lesson 5. Interdisciplinary perspectives

Students will also complete *a mid-semester exam this week (1 academic hour)*. Questions will be related to the information covered in the lessons and readings up to and including this week. Please consult *Methods of Assessment* section below for more details.

Topic 9. Relationship to social, personality, cultural and cognitive psychology and related disciplines

Clinical psychology has important links with social, personality and cultural psychology, as well cognitive psychology and other disciplines such as neuroscience and anthropology; empirical findings in these fields may inform each other and foster cross-disciplinary research.

Topic 10. Acculturation/ immigrant mental health

This section builds on Topic 9 themes. Community and clinical psychologists, as well as cultural psychiatrists and epidemiologists, have an interest in researching the links between acculturation,



social ecology and mental health as well as developing appropriate treatment adaptations when working with immigrants, refugees and clients with diverse backgrounds.

Topic 11. Relationship to neuroscience, medicine and psychiatry
Descartian body-mind dualism is an outdated notion. Neuroscience frequently informs abnormal psychology, and mental health influences physical health, and vice versa. Thus, psychologists frequently collaborate with physicians on interdisciplinary healthcare teams.

Students will also complete *an in-class mid-semester exam this week (1 academic hour)*. Questions will be related to the information covered in the lessons and readings up to and including this week. Please consult *Methods of Assessment* section below for more details.

Lessons 6-11. Abnormal and Clinical Psychology: In depth student presentations;

You are to select (or will be assigned) a specific topic to present with a colleague (See *Course schedule* above for topics 12-23). For instance, if you are assigned or select topic 16 (lesson 8), your presentation topic will be on *Psychotic Disorders: Social, cultural, cognitive and neuroscience foundations*. Please carefully read the instructions in the *Methods of Assessment* section below on how to prepare and conduct your presentation.

Lessons 6-9. Abnormal psychology presentations. See topic areas in schedule above. Core and supplementary readings will be provided by presenters. *Note:* you will select or be assigned to a topic in either the Abnormal or Clinical group, but not both.

Lessons 10-11. Clinical psychology presentations. See topic areas in schedule above. Core and supplementary readings will be provided by presenters. *Note:* you will select or be assigned to a topic in either the Abnormal or Clinical group, but not both.

The final assignment will also be briefly discussed and the take-home essay question will be issued at the end of Lesson 11 (see *Methods of Assessment* for more details).

Lesson 12. Conclusions

Topic 24. Controversies in the field and the future of clinical psychology

Clinical psychology, along with psychiatry, have been subject to numerous controversies, often related to questions about scientific credibility and objectivity, especially with regards to diagnosis and treatment. However, clinical psychology has also experienced numerous advances in the last 50 years, especially in the area of evidence-based assessments and therapies. What might be next? The final assignment will also be briefly discussed (see *Methods of Assessment* for more details).

Take home essay assignment. The essay question(s) will be issued at the end of lesson 11 and the completed essay is to be submitted on the *final day of class by no later than 23:59pm*. Students will be asked to complete one general essay *or* research proposal on the relationship between cultural and/or social and/or cognitive psychology and clinical and/or abnormal psychology. See *Methods of Assessment* section for further details.



V. READING LIST

1. Required literature

- Anderson, N. B. (2006). Evidence-based practice in psychology. *American Psychologist*, *61*(4), 271-285.
- Glasgow, R. E., Lichtenstein, E., & Marcus, A. C. (2003). Why don't we see more translation of health promotion research to practice? Rethinking the efficacy-to-effectiveness transition. *American Journal of Public Health*, *93*(8), 1261-1267.
- Griner, D., & Smith, T.B. (2006). Culturally adapted mental health interventions: A meta-analytic review. *Psychotherapy: Theory, Research, Practice, Training*, *43*(4), 531-548.
- Jacobson, N. S., & Truax, P. (1991). Clinical significance: a statistical approach to defining meaningful change in psychotherapy research. *Journal of Consulting and Clinical Psychology*, *59*(1), 12-19.
- Lilienfeld, S. O. (2012). Public skepticism of psychology: why many people perceive the study of human behavior as unscientific. *American Psychologist*, *67*(2), 111-129.
- Meyer, G. J., Finn, S. E., Eyde, L. D., Kay, G. G., Moreland, K. L., Dies, R. R., ... & Reed, G. M. (2001). Psychological testing and psychological assessment: A review of evidence and issues. *American Psychologist*, *56*(2), 128-165.
- Ryder, A. G., Yang, J., Zhu, X., Yao, S., Yi, J., Heine, S. J., & Bagby, R. M. (2008). The cultural shaping of depression: somatic symptoms in China, psychological symptoms in North America? *Journal of Abnormal Psychology*, *117*(2), 300.
- Seligman, M. E. (1995). The effectiveness of psychotherapy: The Consumer Reports study. *American psychologist*, *50*(12), 965-974.
- Spiegel, D., Lewis-Fernández, R., Lanius, R., Vermetten, E., Simeon, D., & Friedman, M. (2013). Dissociative disorders in DSM-5. *Annual Review of Clinical Psychology*, *9*, 299-326.

2. Optional literature

- Benjamin Jr, L. T. (2005). A history of clinical psychology as a profession in America (and a glimpse at its future). *Annual Review of Clinical Psychology*, *1*, 1-30.
- Fox, R. E., DeLeon, P. H., Newman, R., Sammons, M. T., Dunivin, D. L., & Baker, D. C. (2009). Prescriptive authority and psychology: A status report. *American Psychologist*, *64*(4), 257-268.
- Tracey, T. J. G., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014, January 6). Expertise in Psychotherapy: An Elusive Goal? *American Psychologist*. Advance online publication.

VI. GRADING SYSTEM

Form of assessment	Deadline	% in the final grade	Main Idea	Main Requirements	Grading Criteria
<i>Attendance</i>	All course	10%	Attendance, participation in discussions	<ul style="list-style-type: none"> Attend the lectures and seminars Engage with the core readings Actively participate in discussions 	<ul style="list-style-type: none"> Consistency of attendance (or informing the professor of occasional absences) Relevant research, readings, and/or personal reflections and questions during discussions Clarity of communication, respecting others
<i>Student Presentations</i>	Lessons 11-22 (depending on your topic)	25%	PowerPoint presentation based on additional literature of the chosen theme. Made by small groups of two (2) students.	<ul style="list-style-type: none"> 60 minutes (40min for presentation itself; 20min for discussion) E-mail or meet with the instructor prior to the presentation for guidance Distribution of chosen literature to the group (1-2 core articles, 1-2 additional articles at least a week before the presentation) 	<ul style="list-style-type: none"> Power Point slides References Articles distributed to group Presentation content Facilitation of discussion/presentation style Overall impression
<i>Mid-Term Exam</i>	Lesson 5	25%	Quiz based on prior lectures and reading materials (covered in literature up to and including lesson 5).	<ul style="list-style-type: none"> 40 minutes Multiple-choice mostly Some short-answer questions Closed-book 	<ul style="list-style-type: none"> Correct option for multiple choice Evidence-based or relevant, well-written and succinct short-answers
<i>Random Quiz</i>	Random Lesson after Lesson 5	10%	Quiz based on reading materials	<ul style="list-style-type: none"> 15 minutes Multiple-choice mostly Some short-answer questions Closed-book 	<ul style="list-style-type: none"> Correct option for multiple choice Evidence-based or relevant, well-written and succinct short-answers
<i>(1) Final Take-Home Essay (2) or Research Proposal</i>	The last week of classes; no later than 23:59 on the day of Lesson 12	30%	<p>1. The essay will examine a topic on the relationship between cultural and/or social and/or cognitive psychology and clinical and/or abnormal psychology</p> <p>2. Research proposal of a study that ties sociocultural, cognitive, or cultural psychology with clinical and/or abnormal psychology</p>	<ul style="list-style-type: none"> Open book 7-9 pages (including references, abstract and title-page) double-spaced and 12-font APA style for the text and references (see the link https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf) Abstract of about 150 words Essay structure: introduction, body (appropriate headings), conclusion, references Proposal structure: introduction, hypotheses, method, expected results, discussion, references 	<ul style="list-style-type: none"> Structure APA style Writing skills Content General logic Clarity of ideas Timing (-10% of a grade for each day of delay)



Formula for the final grade

The final grade consists of several parts and the details of the requirements for each part are discussed above in sections III and IV:

- *Mid-Semester Exam (ME)*: 25% (see lesson 5)
- *Presentation (P)*: 25% (see lessons 6-11)
- *Random Quiz (RQ)*: 10% (see p. 15)
- *Final take-home assignment (FA)*: 30% (see lessons 11-12)*
- *Attendance and Participation/Professionalism (AP)*: 10%
(Please inform the instructor if you are unable to attend class; you are expected to contribute to the discussions)

Formula for the final grade:

$$\text{Final grade (\%)} = 0.25 * \text{ME} + 0.25 * \text{P} + 0.1 * \text{RQ} + 0.30 * \text{FA} + 0.1 * \text{AP}$$

The grade is rounded off according to general math rules (0.1-0.4 is “0”, 0.5-0.9 is “1”)

Comment on final grade: Final percentages are converted to a 10-point scale (10 is considered "outstanding"; 8 to 9 is considered to be "very good" to "excellent", 6 to 7 is considered to be "good", 4 to 5 is considered "satisfactory", and below 4 is considered a "fail").

*There is no traditional final exam during the last week of the semester. The cumulative grade equals the final grade.

VII. EXAMINATION TYPE

Student Presentations

Background: Presentations on specific advanced topics in abnormal and clinical psychology are conducted during the seminars (see *Course Schedule* on topic titles for lessons 11-22). These are intended to familiarize the audience in greater depth with more specific topics in the field than the lecture component of the course. Thus, the first five lectures were designed to provide you with a foundational overview of the field. The purpose of these subsequent presentations is to develop links between abnormal or clinical psychology and social, cultural and cognitive psychology (and neuroscience) for a more specific set of disorders or clinical issues. Another purpose of this section of the course is for graduate students to obtain effective skills in presenting research. Try to make the presentation stimulating using thought-provoking research findings and deliver this information effectively using power point and/or other media.

General presentation instructions: You will choose a presentation from either the abnormal or clinical group (see topics above). Students will work in small groups of 2 students (if there are insufficient student pairs, there may be a few individual student presentations) and prepare presentations synthesizing recent literature which integrate relevant sociocultural/cognitive phenomena with clinical/abnormal psychology. You will also give examples of potential future research ideas which may help answer unsolved questions in your topic area. You are expected to e-



mail or meet with the instructor prior to the presentation for guidance regarding any questions you may have. Please note that I do not expect your presentation to be exhaustive; rather it may be focused on a select group of studies or findings and should be cohesive. Thus, you are to further bridge clinical and abnormal psychology with the social, cognitive and neural sciences.

Students will utilize HSE electronic resources to find relevant literature and will e-mail the group several articles prior to the presentation.

Parameters: The lecture/presentation will be one academic hour (40 minutes), and will be done in power-point format and should include about 10+ references. You may use videos and multimedia (optional) to make your presentation more stimulating. Following your presentation you will also facilitate a discussion session with the group and instructor (i.e., have some thoughtful questions ready!), which should last 20 minutes (0.5 academic hours). Note: there will be two presentations per lesson (see schedule above), so please efficiently complete your full presentation and discussion in your allotted time of 1 hour (60 minutes). Please note that you may need some technical time to set up your Power Point presentation, so consider coming early.

For the abnormal psychology presentations (lesson topics 12-19): You are to briefly review relatively recent research (since about 2000) on social, cultural, cognitive and neuroscience foundations on a specific group of disorders (e.g., Mood Disorders) and focus in greater detail on how a disorder in this group (e.g., major depression) may be related to social-cultural and cognitive phenomena (e.g., attentional mechanisms, cognitive biases, interpersonal interactions, expressions of symptoms in cultural context, perceptions of stigma, prefrontal brain activation).

For the clinical psychology presentations (lesson topics 20-23): You are to present recent research (since about 2000) on the clinical topic in question (e.g., Personality Assessment, Psychotherapy). You are to examine one or more common assessment tools (e.g., MMPI-2 for the personality assessment presentation) or psychotherapy approaches in detail (e.g., Cognitive-Behavioural Therapy). You will briefly explain this approach or clinical tool, and examine the influence of interpersonal factors (e.g., the clinician-client relationship/alliance) and cognitive factors (e.g., cognitive and affective factors in clinician judgment or bias) that may affect clinical assessment and the therapy process and outcome. You will also examine how cultural factors (e.g., such as therapy adaptations, ethnic matching between clinician and client) may affect assessment and therapy processes or outcomes.

Readings: The following topics (see Course schedule) require student presenters to find 1-2 relatively recent core research articles or reviews and 1-2 supplementary readings published since 2000 to distribute to the instructor and classmates (older articles are acceptable if they are still frequently cited in recent literature). One week prior to the presentation, student presenters e-mail these readings to the group, the teaching assistant, and the instructor for review and to stimulate a discussion during the seminar that they will lead following their lecture. Immediately prior to the presentation, students are to e-mail their PowerPoint slides to the instructor and the student group for reference.

Grading criteria: The grade for the presentation will depend on the student’s critical synthesis of various research ideas, review of relevant peer reviewed articles, the degree to which the information was clearly presented in the slides (e.g., correct English, use of references, few points), the clarity of communicating one’s ideas to the audience, the student’s engagement in facilitating discussion, openness to ideas, and structuring of the presentation (e.g., have an introduction, review of the literature, synthesis, limitations, future research, summary and conclusions, reference list, etc.).



Mid-Term Exam

This exam is in the format of a quiz and will last for 1 academic hour (40 minutes) at the end of lesson 5. The format will be multiple choice and/or short answer. Questions will be related to the information covered in the topics and readings covered up to and including lesson 5.

Grading criteria: Identification of the best or correct answer for the multiple choice component. Quality of responses (evidence-based or relevant, well-written and succinct) for the short answer component.

Random Quiz

In order to encourage attendance during the seminar portion of the course, a 15 minute quiz in a similar but briefer format to the mid-term exam will be administered during the second part of the semester, anywhere between week 6 and week 12 (hence the term, "random"). The quiz will be multiple choice and/or short-answer, and may cover material related to the presentations and/or the course in general.

Grading criteria: See Mid-Term Exam. Students who miss the quiz will *not* be able to retake it at a later date, unless their absence was valid and documented (e.g., medical note due to illness).

Final Take-Home Assignment

Please note that there will not be a traditional final exam during end-of-semester exam week.

The final course requirement is a take-home essay assignment *or* research proposal, the general question for which will be issued during the second-to-last week of the course (lesson 11). The assignment is to be completed and submitted during the final week of class (no later than 23:59 on the day of lesson 12).

For the take-home component, students will be asked to either complete one general essay or a research proposal. The essay will examine the relationship between cultural and/or social and/or cognitive psychology and clinical and/or abnormal psychology. Alternately, students may choose to generate a research idea(s) in the form of a research proposal, tying in sociocultural, cognitive, or cultural psychology with clinical and/or abnormal psychology. The take-home assignment may be based on the presentation that you completed.

The assignment is to be type-written and submitted by e-mail to both the instructor and teaching assistant (note: or paper-and-pen essays/proposals are acceptable if the student does not have access to a computer; however, hand-written work must be clearly legible). This take home essay/proposal is open book. Students are strongly encouraged to prepare for this assignment in advance by reviewing the material and class readings (including student presentations), synthesizing the material, and at thinking through the issues prior to lesson 11, and perhaps even preparing a draft paper of ideas that generate interest.

Parameters: Essays/research proposals are to be brief, *no more* than 9-pages and *no less* than 7-pages, double-spaced in total and use size 12-font. The 9-pages include approximately one page of references, one separate title page and one page for the abstract. Essays should have an introduction,



body, and conclusion with appropriate headings (or introduction, method, expected results, discussion for research proposals), use in-text references in APA style, and include a reference list in APA-style. You will summarize your work in an abstract of about 150 words. Please consult resources below on APA style and a sample paper for formatting

(https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf) . Papers are to be written in clear English and you are requested to *write the essay or proposal in your own words*.

Grading criteria: The final grade for the final exam will depend on the overall quality of how the reviewed literature is presented and synthesized, clarity of relationships between the ideas or hypotheses in the essay/proposal, usage of scientific material (e.g., evidence from peer reviewed articles to support one’s point), quality of conclusions, essay/proposal structure (i.e., introduction, body, conclusion, references; proposals are to have an *introduction, hypotheses, method, expected results, discussion, references*), ability to appropriately write and reference in APA style, and overall clarity of writing in English. The abstract will also be evaluated for clarity and succinctness (limit it to approximately 150 words). Limit your use of jargon, and define your terms.

Plagiarized and unquoted material, including copied sentences or paragraphs without appropriate referencing, is not acceptable for any assignment and will be failed. HSE policies on plagiarism can be found here: <https://www.hse.ru/en/studyspravka/plagiat>. Other useful resources on plagiarism: <https://www.mcgill.ca/students/srr/academicrights/integrity/cheating> <https://www.mcgill.ca/students/srr/honest/students/test/ugrad/translation-and-quotation-marks>

If you require specific accommodations (e.g., due to illness) you must notify the instructor in advance. Otherwise, late submissions will be penalized by a deduction of 10% per day from the final assignment mark.

Attendance and Participation/ Professionalism

Students are expected to attend the lectures and seminars, engage with the core readings, and actively participate in discussions (e.g., presenting clear points and arguments in a respectful way). If you are absent, please inform the professor and TA, and e-mail a comment based on the readings, so we know you are keeping up. It is also recommended that you communicate with other students on the lecture materials. More than two absences are strongly discouraged.

Grading criteria: Consistency of attendance (or informing the professor of occasional absences), bringing up relevant research, readings, and/or personal reflections and questions during discussions, clarity of communication, maintaining respectful interactions with others.

VIII. METHODS OF INSTRUCTIONS

The course is arranged in forms of lectures and seminars. Lecturers in form of presentations provide key information, but the majority of work is done during discussions in small groups. Materials for class activities are provided in printed and electronic form.

If necessary, for students with different disabilities (visual impairments, hearing impairments, disorders of the musculoskeletal system) and students who are undergoing the individual programs of rehabilitation, the following options may be offered (taking into account their individual psychophysical characteristics): materials in printed form and in the form of an electronic document; individual tasks and consultations.

IX. SPECIAL EQUIPMENT AND SOFTWARE SUPPORT



1. Software

№	Name	Access conditions
1.	Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS	<i>From the local network of HSE (agreement)</i>
2.	Microsoft Office Professional Plus 2010	<i>From the local network of HSE (agreement)</i>

2. Professional data base, informational referral systems, internet sources (electronic educational resources)

№	Name	Access conditions
Professional data base, informational referral systems		
1.	American Psychological Association	<i>From the local network of HSE (agreement)</i> <i>URL: www.apa.org</i>
Internet sources (electronic educational resources)		
1.	Open education	URL: https://openedu.ru/
2.	Promoting Cultural-Clinical Psychology	URL: https://culturalclinicalpsych.org

3. Material and technical support of the discipline

Classrooms for lectures on the discipline enable the use and demonstration of thematic illustrations that correspond with the program disciplines and includes:

- Personal computers with Internet access (operating system, office software, antivirus software);
- Multimedia projector with the remote control.

Classrooms for practical and laboratory classes of the discipline: “Abnormal and Clinical Psychology” have the Internet access to the electronic informational and educational environment of the HSE.



Appendix 1. EXAMPLES OF ASSESSMENT FACILITIES

Examples of Mid-Term Exam questions:

Instructions: Please select (circle) the *best* answer or fill in the blanks. Individual questions are worth 1 or more points as specified. The total of 50 points will be converted to a mark out of 25. You may use a general dictionary (e.g., English - your native language) for this exam but no other material (e.g., notes, computers, phones) to help you with the exam.

Note on the use of symbols: $X < Y$ means X is less than Y; $X > Y$ means X is greater than X.

Full Name: _____

Date: _____

1. **The following is probably true about the Stroop effect** (1 point):

- anxious people focus their attention on task-irrelevant threat words
- it is more demanding/time consuming to read words that are in different colour to the colour they denote (e.g., the word 'Brown', written in green font), compared to colour words in the same colour.
- The Stroop effect involves attention mechanisms in the frontal lobe of the brain
- All of the above

2. **The following is true about the DSM** (1 point):

- It uses objective biomarkers in developing categories of mental disorders
- it assists in the communication between clinicians and allows for more consistent research
- it is created by consensus and not guided by existing research on disorders
- It has poor reliability
- All of the above

3. **The treatment of the following disorder gave clinicians and researchers hope that mental disorders might have a clear biological cause** (1 point):

- general paresis
- schizophrenia
- delusional disorder
- conversion disorder
- all of the above

4. **The four D's to help researchers and clinicians determine if a disorder exists are** (2 points):

- a. _____ b. _____ c. _____ d. _____

5. **The following is true about the biopsychosocial model:** (1 point)

- It is a framework described by Engels
- It suggests that management of mental disorders should be reduced to biological factors
- It suggests that the psychosocial component is more important than biological components in causing mental illness
- It is a very narrow framework
- None of the above