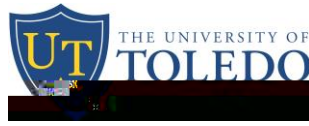




:	Matthew T. Tull, Ph.D.	:	Spring 2020
:	Matthew.Tull@utoledo.edu	:	UH 1610
:	By appointment	:	Thursday 1:00-3:40 pm
:	UH 5040C	:	3 credit hours
:	419-530-4302		

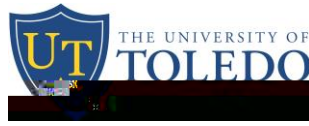
PSY - 6250/7250 SEMINAR IN CLINICAL PSYCHOLOGY [3 hours]. Advanced seminar focusing on selected topics from the general area of clinical psychology.

Experimental psychopathology is a subfield of research in the field of clinical psychopathology that aims to clarify factors and processes that underlie the development and maintenance of psychopathology and maladaptive behaviors. This discussion-oriented course will provide students with information on experimental design and diverse procedures designed to capture different processes hypothesized to underlie clinical phenomena. Readings will consist of theoretical and empirical literature describing vulnerabilities, risk factors, and mechanisms associated with different psychiatric disorders and



The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is essential that you correspond with me as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the Student Disability Services Office.

Consistent with University Policy, academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated time or continuing to work on an examination after



Please arrive to class on time. If you are going to be late or miss a class, notify me in advance. Attendance in this class is mandatory. Participation in class is essential at the graduate level. I expect everyone to come to class each week ready to contribute in discussions and willing to share ideas and work. Your comments and questions in class should reflect your careful, critical analysis of the readings and your thoughtful completion of assignments. This means that you must read all assigned articles and complete all assignments prior to each class. Being absent (with the exception of excused absences) or unprepared for class will result in a deduction of points from your final grade.

Please make sure cell phones are turned off (or in silent mode) and put away during class. If you are using a computer or tablet during class, please refrain from any online activity (e.g., email) during class.

It is expected that the classroom environment will be intellectually stimulating and respectful. Please respect your fellow classmates, their questions, their responses, and their views and personal attitudes. It is important that the classroom is a safe area where ideas and attitudes can be freely expressed without judgment. If you have questions or concerns about this course policy, please see me as soon as possible to discuss.

No late assignments will be accepted unless approved in advance by the instructor.



As your final assignment, you will be required to write a paper at the end of the course. The paper may be on one of the following topics:

1. Write a theoretical paper proposing or identifying a process that underlies a psychiatric disorder or maladaptive behavior. Review literature supporting the role of this process in the development and maintenance of the psychiatric disorder or maladaptive behavior. Discuss procedures that could be used in the lab to adequately capture this process.
2. Write a research article. If you have data available to you that involves a laboratory-based procedure or experimental design (i.e., manipulation), you may write a research article that can be submitted for publication. You must be first author on the paper.
3. Write a research grant. The grant would describe a research study that uses experimental methods to examine a process underlying a psychiatric disorder or maladaptive behavior. The grant could be a proof of concept, utilizing experimental methods to support the development or evaluation of a particular clinical approach. The grant would include the following sections: (a) Abstract; (b) Specific Aims; (c) Significance; (d) Innovation; and (e) Methods (Design, Participants, Materials and Measures, Procedure, and Analysis Plan).

Grade	Percent Equivalent
A	



Any readings and assignments for each week are listed below this table. This schedule is subject to change. Any modifications to the schedule will be presented to students at least 2 weeks in advance.

1	Jan 23	No class Assignment to be announced
2	Jan 30	No class Assignment to be announced
3	Feb 6	Experimental design





Reitz, S., Kluetsch, R., Niedtfeld, I., Knorz, T., Lis, S., Paret, C., ... & Bohus, M. (2015). Incision and stress regulation in borderline personality disorder: neurobiological mechanisms of self-injurious behaviour. *Journal of Personality and Social Psychology*, *108*, 165-172.

Franklin, J. C., Huang, X., & Bastidas, D. (2019). Virtual reality suicide: Development of a translational approach for studying suicide causes. *Journal of Personality and Social Psychology*, *117*, 1033-1046.

Glenn, C. R., Blumenthal, T. D., Klonsky, E. D., & Hajcak, G. (2011). Emotional reactivity in nonsuicidal self-injury: Divergence between self-report and startle measures. *Journal of Personality and Social Psychology*, *101*, 166-170.

George, S.E., Collins, K.R.L., Cao, T., Stritzke, W.G.K., & Page, A.C. (2017). An experimental test of the "interpersonal" in the interpersonal theory of suicide. *Journal of Personality and Social Psychology*, *113*, 332-346.

