PSYCI 604 - Cognitive Neuropsychiatry

Schedule: Tuesday 12:30 - 3:20
Room 1-135 ECHA

Course description: Seminar course with lectures and reading-based class discussion on recent cognitive-affective neuroscience findings in psychiatry. All psychiatric disorders are characterised by alterations in emotions, thoughts and cognition, yet neuroscientific evidence to corroborate and refine this observation has only recently begun to be integrated into psychiatric theory and research. Readings and discussions review neural manifestations of cognitive-affective disturbances across and within mental illnesses. Following introductory lecture sessions, students will review, analyze and discuss in class recent neurocognitive findings in psychiatry. The goal of this course is to promote a neurobiological understanding of cognitive-affective changes within and across mental illnesses.

Course Objectives: TO GAIN KNOWLEDGE OF:
   a) The biological aspects of changes in emotion and cognition within and across major psychiatric disorders
   b) Methods to test and evidence supporting these changes

Grade weights: Weekly 1-2 page reaction notes 50%
Presentation and discussions in class 50%

Course materials: We do not use a textbook, but research articles and book chapters. These are linked from the course website.

Course Structure
In the first two sessions, background material will be presented regarding theories of (normal and disordered) emotion, and cognitive neuropsychiatry. Subsequent sessions will review specific psychiatric disorders. For each of the sessions, one review article is given and one original research article, proposed by one of the course participants, is discussed. The instructor provides a summary of the review article and will lead the discussion of the review. The class member proposing the article will be asked to present a summary of the article for that week and lead the discussion of the article they proposed.

Grading and Assignments
Starting after session 2, each student submits weekly (by Sunday at 5pm), a brief written summary (1-2 pages max.) of their reactions to both of that week's readings, including any important questions, observations, ideas, hypotheses, and connections with other literature. This component will account for 50% of the course grade. Facilitation of the assigned discussions and contributing effectively to discussions will account for the
remaining 50% of the course grade. Reaction notes should focus on insights, conceptual connections, criticisms, hypotheses, and questions stimulated by the readings. Reaction notes will be evaluated with respect to three factors: (a) whether they are generally submitted on time, (b) the quality of writing (i.e., clarity, coherence, professionalism), and (c) the quality of ideas (i.e., Do they reflect careful reading and thoughtful consideration of the issues? Do they have the potential to generate productive discussion? Do they suggest new directions for research that could actually be pursued?).

All reaction notes as well as lectures slides, if applicable, will be posted on eClass before class. This is intended to help preparing for the upcoming discussion and formulating one’s own ideas, answers, further questions, etc. in response.

NOTES

A) Policy about course outlines can be found in Section 23.4(2) of the University Calendar. (GFC 29 SEP 2003)

B) The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.
# COURSE SCHEDULE
## PSYCI 604 - Cognitive Neuropsychiatry

**Schedule:** Tuesday 12:30 - 3:20  
**Room:** 1-135 ECHA

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and readings</th>
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<tr>
<td>Jan. 8</td>
<td>Introduction and explanation of the course</td>
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| Jan. 15 | Cognitive theories of emotion and disordered emotions  
  - Chapter 3. Cognitive theories of emotion (pp. 57-100).  
  - Chapter 4. Cognitive theories of emotional disorders (pp. 101-128) |
| Jan. 22 | **Disordered Emotions and the Brain in Psychiatry**  

**Reaction notes start from here onward**

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<tr>
<th>Date</th>
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| Jan. 29 | **Depression**  
  PLUS original research article suggested by course participant |
| Feb. 05 | **Anxiety**  
| Feb. 12 | **PTSD**  
  PLUS original research article suggested by course participant |

**Reading week**
<table>
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<th>Date</th>
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| Feb. 26| **Schizophrenia**  
PLUS original research article suggested by course participant                                                                                                                                                                                                                    |
| Mar. 05| **Reward and Addiction**  
PLUS original research article suggested by course participant                                                                                                                                                                                                                 |
| Mar. 12| **Eating Disorders**  
PLUS original research article suggested by course participant                                                                                                                                                                                                               |
| Mar. 19| **Dissociative and somatoform disorders**  
PLUS original research article suggested by course participant                                                                                                                                                                                                               |
| Mar. 26| **Borderline Personality Disorder**  
PLUS original research article suggested by course participant                                                                                                                                                                                                             |
| Apr. 02| **Psychopathy**  
PLUS original research article suggested by course participant                                                                                                                                                                                                             |
| Apr. 09| **Review session**                                                                                                                                                                                                                                                                                                                                 |

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