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Office Hours: Monday 2:00—2:30P.M.

Psychology 469  
Spring Term, 1992  
University of Oregon  
Tuesday 3:30—4:00P.M.

## PSYCHOPATHOLOGY

### Course Syllabus

<u>Date</u>	<u>Readings</u>	<u>Lecture Topic</u>
March 31	Chapters 1 & 2 Davison & Neale	Introduction and Overview; History and Professional Perspectives
April 2, 7	Chapters 3 & 4 Davison & Neale	Current Paradigms; Classification & Diagnosis; DSM Series
April 9, 14	Chapters 5 & 21 Davison & Neale	Assessment Techniques; Research Methods; Ethics
April 16	<b>Examination 1</b>	
April 21, 23	Chapters 9 & 15 Davison & Neale	Mood Disorders: Bipolar Disorder; Symptoms, Clinical Course, Genetics; Theories
April 28, 30	Chapters 12, 13, Davison & Neale	Mood Disorders: Unipolar Disorder; Phenomenology, Symptoms, Subtypes, Clinical Course; Theories; Treatments for Mood Disorders
May 5, 7	Chapters 8, 11 Davison & Neale	Stress and Psychophysiological Disorders; Alcoholism and Substance Abuse
May 12	<b>Examination 2</b>	
May 14, 19	Chapter 6, 18 Davison & Neale	Anxiety Disorders: Overview; Symptoms, Subtypes, Clinical Course; Theories; Treatments
May 21, 26	Chapter 14, 19 Davison & Neale	Schizophrenias: Phenomenology, Symptoms, Subtypes; Genetics; Theories; Treatments
May 28, June 2	Chapter 7, 10 Davison & Neale	Dissociative Disorders and Multiple Personality Personality Disorders
June 4	Chapter 20 Davison & Neale	Assorted Psychological Anomalies; Review and Integration

### Readings

Davison, G. C., & Neale, J. M. (1990). Abnormal psychology: An experimental clinical approach (5<sup>th</sup> Edition). New York: John Wiley & Sons.

## PSYCHOPATHOLOGY

### Overview and Description

There are several goals for the student enrolled in this course. The first, and most obvious, is an exposure to descriptive psychopathology (i.e., the symptoms, signs, and clinical course of the major psychiatric disorders). This information provides the basis upon which current theories of etiology (i.e., cause) rest, and upon which present-day treatment approaches are formulated. As will become apparent throughout the Quarter, the varied classes of disorder we will discuss are viewed quite differently depending on the particular theoretical perspective one adopts. A second goal, then, is for the student to appreciate the diversity of theoretical viewpoints that currently are drawn upon to explain variation in abnormal behavior. Given such a range of perspectives, the one must appreciate the limited knowledge we have about the actual causes of psychopathology. This requires a tolerance of ambiguity, a healthy skepticism, and a creative attitude toward the subject matter. Third, we will cover some issues involving the treatment of these disorders. Finally, in order to advance our understanding of these disorders, a scientific and empirical approach to the subject matter is emphasized. Thus, an appreciation of the empirical evidence underlying existing theories constitutes the last goal of the course.

The textbook (*Abnormal Psychology*, Fifth Edition, by Davison & Neale) provides an experimental clinical approach to the topic. The textbook represents a good general overview, but does not cover in detail some aspects of current research and theory (particularly with respect to certain psychosocial and biological issues). Lectures will be used to fill in the contemporary picture more thoroughly. This means that while at times the lectures will accompany and complement the assigned readings for the text, while at other times the lectures will introduce more detailed information on a particular topic. *Irrespective of the progress of the lectures, all students are expected to keep up with the readings as specified by the Course Syllabus.* This format of separating the lectures and readings provides the necessary breadth of information, yet also provides more in depth experience with particular topics and issues. This format, though, is sometimes confusing for students, for the material is really being covered in two separate "tracks." Please be aware at the outset that this is the format that has been intentionally developed to provide you with both depth and breadth in current issues in psychopathology.

There will be three examinations covering material from the readings and lectures. The final examination is cumulative. The exams will include multiple-choice, short answer, and essay questions. Finally, class participation and discussion are important aspects of the course experience, and are encouraged.

Evaluations of student performance will be based upon the following formula:

Mid-Term Exams (30% each):	60%
Final Exam (cumulative):	40%