

PSYCHOPATHOLOGY

Course Syllabus

<u>Date</u>	<u>Readings</u>	<u>Lecture Topic</u>
March 29	(No Readings)	Course Overview; Basic Definitional Issues
March 31	Chapter 1	History of Ideas & Professional Perspectives
April 5, 7	Chapter 2 Szaz article	History of Ideas & Professional Perspectives (Continued); Conceptualizing Causes & Current Paradigms
April 12, 14	Chapter 3 Rosenhan article	Classification & Diagnosis; DSM Series
April 19	Chapter 4 Kessler article	Epidemiology; Assessment Techniques; Research Methods; Science & Ethics
April 21	Examination 1	
April 26, 28	Chapters 7 & 9	Mood Disorders: Bipolar Disorder; Symptoms, Clinical Course, Genetics; Theories
May 3, 5	Chapters 8 & 10 Caspi article	Mood Disorders: Unipolar Disorder; Phenomen- ology, Symptoms, Subtypes, Clinical Course; Theories; Treatments for Mood Disorders
May 10, 12	Chapters 6 & 12	Somatoform & Dissociative Disorders; Personality Disorders
May 17	Examination 2	
May 19, 24	Chapters 5 & 14	Anxiety Disorders: Overview; Symptoms, Subtypes, Clinical Course; Theories; Treatments
May 26, 31	Chapters 13 & 15	Schizophrenias: Phenomenology, Symptoms, Subtypes; Genetics; Theories; Treatments
June 2	Chapter 11	Alcoholism & Substance Abuse
June 10	Final Examination	

Readings

- Barlow, D. H., & Durand, V. M. (2005). *Abnormal psychology: An integrative approach* (4th Edition). Belmont, California: Wadsworth.
- Caspi, A., Sugden, K., Moffitt, T. E., Taylor, A., Craig, I. W., Harrington, H., et al. (2003). Influence of life stress on depression: Moderation by a polymorphism in the 5-HTT gene. *Science*, 301, 386-389.
- Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179, 250-258.
- Szasz, T. S. (1960). The myth of mental illness. *American Psychologist*, 15, 113-118.

Dr. Scott M. Monroe
333 Straub Hall
346-4968 or 4921

Psychology 469/569
Spring Quarter, 2005
University of Oregon

PSYCHOPATHOLOGY

Overview and Description

There are four goals for the student enrolled in this course. The first, and most obvious, is to provide a broad 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 term, the varied classes of psychological disorder we will discuss can be 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 abnormal behavior. Given such a range of perspectives, one must appreciate the limited knowledge we possess 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, and the role of evidence in the progress of theory and science, constitutes the fourth goal of the course.

The textbook (*Abnormal Psychology 4th edition*, by Barlow & Durand) provides an integrative and multidimensional approach to the topic of psychopathology. The textbook represents an excellent general overview, but does not cover in detail some aspects of current research and theory (particularly with respect to certain psychosocial and biological issues). Several original articles are also required readings, which will be the basis for class discussion. (These articles will be on reserve at Knight Library.) Lectures will be used to fill in the contemporary picture more thoroughly and to provide greater detail on particular topics. Please be aware that this means that 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.* The 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. The format, though, can be 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.**

Psychology 469: There will be three examinations covering material from the readings and lectures. Two of the examinations will be 1 1/2 hours duration; the final examination will be two hours. The exams will include multiple-choice and short essay questions. Each examination will count one-third toward the final grade. Finally, class participation and discussion are important aspects of the course experience, and are encouraged.

Psychology 569: The examination requirements are the same as for Psychology 469. In addition, there will be one term paper required. Each examination and the term paper will count 25% toward the final grade. (See separate sheet for paper requirements.) Grading will be done separately from the Psychology 469 students (i.e., separate curves).