Psychology 469 – Psychopathology
Summer Term 2006
112 Esslinger
Mon. – Thurs. 4-5:50 pm

Instructor: Veronica Perez (Weeks 2 and 4)	**Instructor:** Tim Piehler (Weeks 1 and 3)
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Office Hours: Please make an appointment and come by!	Office Hours: T/Th 11-12 or by appt.

Course Description: In this class, we will attempt to answer some fundamental questions of psychology, namely: What is normal? What is abnormal? and Who decides? To understand the current predominant perspective, we will survey the major psychological disorders as defined in the Diagnostic and Statistical Manual, 4th edition (DSM-IV). You will have the opportunity to become familiar with use of the DSM-IV for making diagnoses, learn the main Western categories of mental disorders as well as how mental illness is defined and treated. We will also examine the concept of mental illness and well-being from a developmental perspective. Since this is a summer course, material will be covered at a fast pace and the workload will be intense; it will be important to keep up with assignments and to complete the required readings each day.

Required Textbook: Barlow, D.H. & Durand, V.M. (2005). Abnormal Psychology (4th Ed.). Belmont, CA: Wadsworth.

Participation (10%): Much of the learning experience in this class will be based on discussions and in-class activities. Questions are encouraged and there will be a variety of other opportunities to formulate and voice your opinions. Although we hope that everyone will feel comfortable speaking in class, participation may include active listening in class, completion of all in-class assignments, attending office hours, or emailing Veronica or Tim with ideas generated by lecture or readings. Both attendance and in-class participation are evaluated when formulating your final participation grade.

Class Presentation (20%): Each student will present a pre-selected topic that complements in-class material. Remember - these presentations are *complementary,* not a reiteration of information already covered by the text. Topics will be chosen on the second day of class, and at least one week before presenting each student must meet with either Veronica or Tim in office hours to get their presentation topic approved. All presentations will be *empirically based* meaning that each student will turn in a reference list of journal articles that are used to create your presentation. This will require searching PsychInfo, an online database, to find current research articles related to your topic. Each presenter will be responsible for creating a presentation formatted in **PowerPoint (PC) or Keynote (MAC)**, and an accompanying **handout**, to be distributed in class. These 15

minute presentations (plus 5 minutes for questions) will begin on week 2 of the course. A list of suggested topics is included in this syllabus, however alternate ideas may be discussed with Veronica or Tim. **Note:** These presentations will be related to material from the previous day's class, thus you will have an opportunity to hear the general topic discussed the day before you present.

Tests (70%): Weekly multiple-choice quizzes covering the textbook reading, lecture, and *student presentations* will be given every Thursday. As this is a fast-paced summer session, it is important to keep up with the reading each day. <u>There will be no make-up tests</u>.

Extra Credit: Students may earn 3 percentage points of extra credit for participating in a one hour psychology experiment. There will be a guest speaker from the Human Subjects Participant pool who will explain how to register for an experiment.

Grading:

	Percentage Points	Approximate Grade	
Tests (4)	17.5 each (= 70)	90-100%	A
Presentation	20	80-89%	B
Class Participation	10	70-79%	C
Total Points =	100	60-69%	D
		below 60%	F

Blackboard: Course material and grades will be posted on the Blackboard website. Please be sure that you are able to access your Blackboard account and that your email address in Blackboard is the one that you commonly use. We may occasionally need to contact the class via email. To change your school email address, go to Duckweb or contact one of the instructors for assistance.

Special Needs: Please see Veronica or Tim **immediately if you have any special academic needs. These include but are not limited to: being in athletics, having a learning disability, or learning English-as-a-Second-Language. Accommodations are easiest to make at the beginning of the course, especially in the summer session.

**There will be no make-up assignments/tests for any reason not previously cleared by the instructors. If you foresee complications with the schedule, please talk to Veronica or Tim well in advance.

Academic Dishonesty: Cheating will not be tolerated in any form in this class. If you are caught cheating, you will receive no less than a failing grade on the assignment; you may be given a failing grade for the course. If you are ever unsure about whether a behavior constitutes cheating, please ask one of the teachers. It would also be wise to read the university's policy on academic dishonesty at http://www.uoregon.edu/~conduct/sai.htm.

Changes to this syllabus: We reserve the right to change any part of this syllabus at any time. You should regularly check the Blackboard website for announcements about any changes.

COURSE SCHEDULE

Date	Topic	Reading
July 24	Introduction to Psychopathology	Chs. 1 & 2
July 25	Clinical Assessment and Diagnosis	Ch. 3
July 26	Anxiety Disorders	Ch. 5
July 27	PTSD and OCD; **TEST**	Ch. 5
July 31	Eating and Sleep Disorders	Ch. 8
August 1	Mood Disorders	Ch. 7
August 2	Mood Disorders	Ch. 7
August 3	Biopsychology and Health Psychology; **TEST**	Ch. 9
August 7	Substance Abuse Disorders	Ch. 11
August 8	Sexual and Gender Identity Disorders	Ch. 10
August 9	Developmental Disorders	Ch. 14
August 10	Developmental Disorders; **TEST**	Ch. 14
August 14	Personality Disorders	Ch. 12
August 15	Schizophrenia and Other Psychotic Disorders	Ch. 13
August 16	Schizophrenia, Psychotic Disorders, & DID	Ch. 13
August 17	Mental Health: Ethics and Treatment; **TEST**	Ch. 16
	Enjoy the rest of summer!!!	

Potential Presentation Topics

Monday, July 31:
♦ Tourette's Syndrome ♦ Memory Recovery and PTSD ♦ Exposure Treatment in Anxiety
Tuesday, August 1:

♦ Cross-Culture and Eating Disorders ♦ Co-Sleeping

Wednesday, August 2:
- Neurasthenia
- Suicide Risk and Antidepressants
- Creativity and Mania: Is there a Link?

Monday, August 7:
- Pituitary Disorders
- Biofeedback
- Psychoncology

Tuesday, August 8:
- Motivational Interviewing
- Neurobiology of Ecstasy
- Mental Illness and Smoking

Wednesday, August 9:
- Gender Identity and Developmental Issues
- Trends in Diagnosing Gender and Sexual Disorders: Shifts in the DSM

Monday, August 14:
- Vaccines and Autism
- Lead Toxicity and Developmental Disorders
- ADHD and Gender

Tuesday, August 15:
- Borderline Personality Disorder and Suicide
- DBT and Personality Disorders
- Oppositional Defiant Disorder, Conduct Disorder, and Antisocial Personality Disorder: The Developmental Trajectory

Wednesday, August 16:
- Differentiating Schizophrenia from Bipolar Disorder
- Folie à Deux
- Where have all the Catatonics Gone?

Presentation Grading Criteria

Empirically Based ____ /5

___/2 Discussed project with Tim or Veronica 1 week before presentation
___/2 Created and handed in a reference list of journal articles used to create the presentation
___/1 Used valid references (from Psych Info, PubMed, Google Scholar, etc.)

Presentation ____/10

___/2 Summarized the disorder/topic/problem presented
___/2 Explained why the topic is important
___/2 Described the current literature on the topic
___/2 Highlighted future directions for research
___/2 Generated discussion during question session

Presentation Style ____/5

___/1 Clarity
___/1 Originality
___/1 Graphics/Figures used to complement/clarify concepts
___/1 Usefulness of Handout
___/1 Level of Interest