

Psychology 469 – Psychopathology

Summer Term 2008

127 Chiles Center

Mon. – Thurs. 10-11:50 am

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Course Description: In this class, we will attempt to answer some fundamental questions of clinical psychology (otherwise known as abnormal psychology), namely:

What is normal? What is abnormal? Who decides?

What does it mean to be “mentally ill”?

How do we diagnose mental “disorders”? When is it useful? When is it harmful?

What do we know about these different disorders? What do we not know?

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. Also, we hope that you will begin to question some of the underlying assumptions of psychiatry, and to see the complexity that surrounds the diagnosis and treatment of psychological disorders using our current diagnostic classification system.

Contact Hours and Class Attendance: We will meet each Monday through Thursday in 127 Chiles Center from 10-11:50 a.m. Your attendance is expected, as there will be several in-class activities. This is not a course to take if you think you will miss more than one class meeting, as class discussion, exams, and exercises are crucial to your success in the course.

Required Readings: Readings are assigned on a daily basis. Readings are to be completed BEFORE the class meeting for which they are assigned. There is one required textbook, available at the bookstore. **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.

Exams (200 points): Weekly multiple-choice exams covering the textbook reading and lectures will be given every Thursday. These exams will focus mainly on the material from the current week and the previous Thursday. Material assigned and presented on the day of the exam will be included in the following week’s exam. Each exam will consist of 25 multiple choice questions worth 2 points each (50 points per exam). There will be no make-up exams.

Research Paper (100 points): The research paper is your opportunity to delve into a topic that is particularly interesting and/or important to you. This is also an opportunity to demonstrate your ability to think critically about some of the issues that will be discussed during class, and to demonstrate a level of learning that is not captured by the multiple choice exams. Your paper should be between 10-12 pages and is due on the scheduled date of your final exam. You are required to have a minimum of 6 references from peer-reviewed journals. Additionally, you **MUST** have your topic approved by one of the instructors for this course. This can be done over email or by meeting with one of us during our office hours.

Class Presentation (50 points): Groups of 2-3 will present a pre-selected topic that complements in-class material. These presentations are *complementary*, not a reiteration of information already covered by the text. Topics will be chosen by the third day of class and will begin the following Monday. All presentations will be *empirically based*, meaning that each group will turn in a reference list of journal articles that will be used to create your presentation. This will require searching PsychInfo or (GoogleScholar), an online database, to find current research articles related to your topic. Each group will be responsible for creating a presentation formatted in **PowerPoint (PC)**, 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. Alternate topics are welcome, but must be approved prior to your presentation date.

Participation & In-Class Activities (50 points): 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 us with ideas generated by lecture or readings. Both attendance and in-class participation are evaluated when formulating your final participation grade.

***It is expected that your participation will be respectful of your classmates (and of us!). It is especially important to be respectful of the guest speakers who have graciously volunteered their time.**

****In addition, we will not tolerate disrespectful comments about anyone who meets criteria for a mental disorder (e.g. calling people “crazy,” etc.). Mental illness and mental suffering are often synonymous with each other. This course deals very much with the importance of alleviating the stigma associated with mental suffering.**

Grading:

	<u>Percentage Points</u>	<u>Approximate Grade</u>
Exams (3)	50 x 3 (= 150)	
Quiz (week 1)	25	90-100% A
Paper	100	80-89% B
Presentation	50	70-79% C
		60-69% D
		Below 60% F
Total Points =	325	

Attendance and participation will be used to decide grading increments (i.e. grades with plus or minus). That is, if you attend all scheduled classes and participate, your grade may be increased,

however, if you have unexcused absences and/or do not participate, your grade may be decreased. Based on the actual distribution of final grades, *this criterion might be relaxed, but not stiffened*.

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: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with one of us immediately! Also, please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, hgerdes@oregon.uoregon.edu]

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 us. 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
<i>Week 1</i>		
July 22 <i>EM</i>	Introduction to Psychopathology	Ch. 1
July 23 <i>IM</i>	Clinical Assessment and Diagnosis ***Guest Lecture: Pam Birrell, Ph.D.	Ch. 3
July 24 <i>EM</i>	Anxiety Disorders; Quiz	Ch. 5
<i>Week 2</i>		
July 28 <i>IM</i>	Anxiety Disorders (cont.)	Ch. 5
July 29 <i>EM</i>	Ethics and Treatment	Ch. 2
July 30 <i>IM</i>	Mood Disorders	Ch. 7
July 31 <i>EM</i>	Mood Disorders (cont.); Exam #1	Ch. 7
<i>Week 3</i>		
August 4 <i>IM</i>	Somatoform and Dissociative Disorders;	Ch. 6
August 5 <i>EM</i>	Sexual and Gender Identity Disorders	Ch. 10
August 6 <i>IM</i>	Substance Abuse Disorders	Ch. 11
August 7 <i>EM</i>	Eating Disorders; Exam #2	Ch. 8

	***Guest Lecturer: Cara Bohon, M.S.	
<i>Week 4</i>		
August 11 <i>IM</i>	Developmental Disorders ***Guest Lecturer: Debra Eisert, Ph.D. CDRC	Ch. 14
August 12 <i>EM</i>	Schizophrenia and Other Psychotic Disorders	Ch. 12
August 13 <i>IM</i>	Personality Disorders	Ch. 12
August 14 <i>EM</i>	Personality Disorders (cont.)/catch up; Exam #3	Ch. 11
	*** Enjoy the rest of summer!!! ***	

Potential Presentation Topics

Monday, July 28: Anxiety Disorders <ul style="list-style-type: none">◆ Trichotillomania and the OCD Spectrum◆ Memory Recovery and PTSD◆ Exposure Treatment for Anxiety◆ Acceptance and Commitment Therapy
Wednesday, July 30: Mood Disorders <ul style="list-style-type: none">◆ Culture and suicide◆ Electroconvulsive Therapy◆ Neurasthenia◆ Suicide Risk and Antidepressants◆ Creativity and Mania: Is there a Link?
Thursday, July 31: Health Psychology <ul style="list-style-type: none">◆ Life stress and depression◆ Treatment of chronic pain◆ Chronic Fatigue Syndrome
Monday, August 4: Somatoform & Dissociative Disorders <ul style="list-style-type: none">◆ Identity Integration for Dissociative Identity Disorder◆ Dissociative Identity Disorder and the media
Tuesday, August 5: Gender & Sexual Disorders <ul style="list-style-type: none">◆ Trends in Diagnosing Gender and Sexual Disorders: Shifts in the DSM
Wednesday, August 6: Substance Abuse Disorders <ul style="list-style-type: none">◆ Motivational Interviewing◆ Neurobiology of Ecstasy◆ Mental Illness and Smoking
Thursday, August 7: Eating Disorders <ul style="list-style-type: none">◆ Gender and eating disorders◆ Comorbidity and eating disorders◆ History of eating disorders
Monday, August 11: Schizophrenia and other Psychotic Disorders <ul style="list-style-type: none">◆ Differentiating Schizophrenia from Bipolar Disorder◆ Schizophrenia in third world countries◆ Trauma and Psychosis◆ The course of Schizophrenia
Wednesday, August 13: Personality Disorders <ul style="list-style-type: none">◆ Borderline Personality Disorder and Suicide◆ Dialectical Behavior Therapy◆ Oppositional Defiant Disorder, Conduct Disorder, and Antisocial Personality Disorder: The Developmental Trajectory

Thursday, August 14: Developmental Disorders

- ◆ Vaccines and Autism
- ◆ Lead Toxicity and Developmental Disorders
- ◆ ADHD and Gender

Presentation Grading Criteria

Empirically Based ____/10

- ____/5 Created and handed in a reference list of journal articles used to create the presentation in APA format
- ____/5 Used valid references (from Psych Info, PubMed, Google Scholar, etc.)

Presentation ____/20

- ____/5 Summarized the disorder/topic/problem presented
- ____/5 Explained why the topic is important
- ____/5 Described the current literature on the topic
- ____/5 Highlighted future directions for research

Presentation Style ____/20

- ____/5 Clarity
- ____/5 Originality
- ____/5 Graphics/Figures used to complement/clarify concepts
- ____/5 Usefulness of Handout