

Psychology 469/569  
**PSYCHOPATHOLOGY**  
Winter, 2008 CRN: 24525

**Time and Place:** 8:30-9:50 a.m. Tuesday and Thursday, CHA 207

**Instructor:** Holly K. Krueger, Ph.D., Rm. 326 Straub, 6-5582  
[hkrueger50@msn.com](mailto:hkrueger50@msn.com) or [hkrueger@uoregon.edu](mailto:hkrueger@uoregon.edu)  
Office Hours: Tuesday 10:00-11:00; In addition,  
before class & Thursday after class as needed

**Teaching Assistant:** Georgina Parra, Rm 393, 6-1984.  
[gparra@uoregon.edu](mailto:gparra@uoregon.edu)  
Office Hours: Thursday, 10:00-11:30

**Required Readings:** Nolen-Hoeksema, S. (2007). *Abnormal Psychology* (4<sup>th</sup> ed.)  
New York, NY: McGraw-Hill. (There will be one copy on reserve).

In addition to the required text there will be other readings each week for this class. Please consult Blackboard for the articles or links.

**Overview:** During this course we will examine the concepts of psychopathology, diagnosis, and treatment. What is normal and what isn't? How is that determined? How does the social and cultural context affect those determinations? You will become familiar with the DSM-IV, which is the manual used for making diagnoses, but we will also look at what problems there may be with the prevailing views of mental "disorders" and diagnostic categories. We will also examine some of the predominant treatments for the major disorders. Do they work? How do the major classes of medications work? Or do they work? Do we really all need an antidepressant?

You will need to evaluate information from several perspectives and be able to think critically about the material brought up in this class. You will also need to consider the empirical foundation of the issues discussed in this course. Hopefully, this will all be fun!

**Your Responsibilities**

**Lectures:** You are expected to attend lectures and participate in discussion and activities. Participation may influence your course grade. \*\*Everyone will automatically have 10 points but if attendance starts to drop or no one is participating I reserve the right to remove those discretionary points.

You will need to spend a substantial amount of time outside of class to do well. You may also wish to check out the Psychology Department's *Best Practices for Students* at <http://psychweb.uoregon.edu/guidelines/students.htm>.

**Readings:** As noted above there is one textbook and additional readings. You should complete the readings before class in order to facilitate your understanding and participation in class. There's quite a bit of reading so don't fall behind. Some of the readings and scheduled topics may be changed to accommodate class discussions, guest speakers, etc. **Always check Blackboard regularly for updates on readings, topics, and quiz dates.**

**Technology:** Announcements, information, grades, and course documents will be found on **Blackboard:** <http://blackboard.uoregon.edu/>. Access to **Blackboard** is available to all students officially enrolled in this course. **You are responsible for all announcements, updates & information posted on Blackboard or sent via email.**

#### Grading (469)

In-class participation: (**)	10	(5%)
Quizzes (see description below)	80	(39%)
Final Quiz 20 points	20	(10%)
Essays (2) 15 points each x 2 =	30	(15%)
Final Project	<u>65</u>	<u>(32%)</u>

Total: 205 points

A 184-205 (*A+: 199-205	A: 191-198	A-: 184-190)
B 164-183 (B+: 177-183	B: 170-176	B-: 164-169)
C 143-163 (C+: 157-163	C: 150-156	C-: 143-149)
D 123-142 (D+: 136-142	D: 129-135	D-: 123-128)
F 122 and below		

#### Grading (569)

Same as above plus: In class presentation with summary OR power point presentation (discuss this with me in advance)

Presentation: 25 points

Total: 230 points

A 207-230 (*A+: 223-230	A: 215-222	A-: 207-214)
B 184-206 (B+: 199-206	B: 191-198	B-: 184-190)
C 161-183 (C+: 176-183	C: 168-175	C-: 161-167)
D 138-160 (D+: 153-160	D: 145-152	D-: 138-144)
F 137 and below		

\* A+ grades will be awarded for the total points earned excluding extra credit.

### Extra Credit

You may earn up to 8 points of extra credit in **one** of two ways:

1. Turn in a **movie review**. The review needs to include the following:
  - Movie Title and date of production.
  - Brief plot synopsis and brief description of the character with DSM-IV diagnosis.
  - Symptoms of the character which support DSM-IV diagnosis.
  - Critique of the movie. Include in your analysis such questions as: How accurate was the portrayal of the disorder? What wasn't realistic or accurate? What questions or concerns did this movie bring up for you?

This review should be no more than one page, double spaced. Think succinct.  
Due: March 13.

2. For the **technologically** inclined, you may turn in a media clip (on video tape or DVD). This means I actually get to *keep* the tape or DVD and it needs to work. The clip may be a segment of a movie, TV special or something else that illustrates a principal/concept/controversy of interest to this class.  
You will also need to turn in a one or two sentence description of what you turned in, including the subject matter and how long it runs.

### Quizzes

In general the quizzes will be held at the beginning of class on Tuesday. However, to accommodate guest speakers or other needs they may be moved to Thursday or we will have two quizzes on the next Tuesday. CHECK BLACKBOARD. They will be multiple choice and based on the material covered in the previous week. Make-up quizzes will not be given except in the rare case of a DOCUMENTED EMERGENCY. Please notify me a.s.a.p. to discuss the situation. **The final quiz will be given the last day of class, Thursday, March 13.**

### Essays

Two times during the course, you will be asked to write an essay on a specific topic. The papers need to be typed, double spaced, and no more than 2 pages in normal font (size 12). The 2 page limit does not include the reference page, if needed. They are due at the beginning of class on the dates listed in the syllabus.

Late papers will not be accepted and please don't ask me to print your papers for you. The essays will be graded according to the following scale:

**Writing:** The writing should be grammatical, using properly spelled words in a clear, concise, and precise manner.

**Content:** The essays should clearly address the topic and synthesize material presented in or relevant to the course. Sources need to be cited.

**Analysis:** You need to demonstrate that you have thought about the material and reflected on the meaning and contradictions that may be present. Do not simply restate the obvious but bring your own insights and questions to the issue.

The essay will be worth 15 points and each of the above areas will be considered.

13.5 and above (90%) *Excellent*; no major faults that need to be corrected.

12 to above (80%) *Very good*; there are minor faults but no major faults.

10.5 to above (70%) *Good*; some major faults but good overall.

9 to above (60%) Needs improvement; many major problems.

Below 9: Poor; large number of problems, a major rewrite would be necessary.

### **Final Project**

The final paper will be **one** of the following:

1. A position paper, based on evidence, on a particular disorder or treatment or concept. For example, if you were interested in the role of alternative treatments for schizophrenia your paper should introduce the reader to the disorder of schizophrenia (what it is, possible causes) and then note the currently accepted treatments. Then, you would present an alternative view of treatment with evidence supporting that treatment. This may be based on your opinion but it requires some evidence to support your position.
2. A research proposal including a modified literature review. You will not actually complete the research but will develop the research idea and plan the study. Discuss this with me.

The papers need to be 6-7 pages in length, double spaced, normal font, not including the reference page. Use APA style. The areas noted below will be scored for a total of 65 points. Please note, you may NOT turn in a paper for this class that you have submitted to another class. ( See the university's code of student conduct).

**Writing:** See description under essays. Be sure and use APA style.

**Content:** The paper should clearly address the topic & synthesize relevant material from course readings as well as outside material including refereed journals. (Wikipedia, and the internet in general, is not an adequate source).

**Analysis:** See description under essays.

58.5 and above (90%) *Excellent*; no major faults that need to be corrected.

52 to above (80%) *Very good*; there are minor faults but no major faults.

45.5 to above (70%) *Good*; some major faults but good overall.

39 to above (60%) Needs improvement; many major problems.

Below 38: Poor; large number of problems, a major rewrite would be necessary.

Your project must be approved in advance, therefore, you will turn in a proposal of your project *no later* than February 5. The proposal should be a one-paragraph, brief and succinct description of what you plan for your project. The final project is due *no later* than the beginning of class on Tuesday, March 4. Feel free to be wild and crazy and turn it in earlier!

### Class Calendar

#### *Week 1*                                      *Topic*                                      *Readings*

January 8	What's normal anyway?	Text: Chap 1
January 10	Getting Perspective	Text: Chap 2

#### *Week 2*                                      *Topic*                                      *Readings*

January 15	Treatment: Psychological, biological, & illogical	Text: Chap 5
January 17	Treatment (con't)	

#### *Week 3*                                      *Topic*                                      *Readings*

January 22	Research: Efficacy & Effectiveness	Text: Chap 3
January 24	Making Sense of What You See	Text: Chap 4

**Due January 22: Essay #1**

#### *Week 4*                                      *Topic*                                      *Readings*

January 29	Somatoform/dissociative Disorders	Text: Chap 8
January 31	PTSD	Text: pgs. 191-211

<i>Week 5</i>	<i>Topic</i>	<i>Readings</i>
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February 5	Anxiety Disorders, Guest speaker	Text: Chap 7
February 7	Mood Disorders	Text: Chap 9

**Due February 5: Project Proposal**

<i>Week 6</i>	<i>Topic</i>	<i>Readings</i>
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February 12	Suicide	Text: Chap 10
February 14	Discuss Projects, Quiz for week 5 & 6 & more	

<i>Week 7</i>	<i>Topic</i>	<i>Readings</i>
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February 19	Childhood Disorders	Text: Chap 13
February 21	Schizophrenia	Text: Chap 11

**Due February 19: Essay #2**

<i>Week 8</i>	<i>Topic</i>	<i>Readings</i>
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February 26	Substance abuse disorders	Text: Chap 17
February 28	Cognitive Disorders	Text: Chap 14

<i>Week 9</i>	<i>Topic</i>	<i>Readings</i>
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March 4	Eating Disorders: Guest Speaker	Text: Chap 15
March 6	Personality Disorders	Text: Chap 12

**Due March 6: Final Project**

<i>Week 10</i>	<i>Topic</i>	<i>Readings</i>
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March 11	Mental Health and the Law	Text: Chap 18
March 13	Final Quiz plus more!*	

**Due March 13: Extra Credit (optional)**

**\*March 13: The final quiz will be given in class on March 13. It will be 20 items and cover material from week 9 as well as material covered on March 11. There will be no final exam.**

**Inclement Weather:** If there is really bad weather, check the UO home webpage which will carry information about closure decisions (under "Campus News"). Local television and radio media will be notified as well. Also check your emails and/or the announcements on Blackboard for updates.

### *Academic Dishonesty*

Academic dishonesty in any form including plagiarism, submitting the work of others as your own and cheating will not be tolerated. Violations will be taken seriously and will result in severe sanctions. If you have any questions or are in doubt about what might constitute dishonesty, please consult with me, the TA or with the staff of Academic Learning Services (68 PLC, 6-3226). Also refer to the University's policy on Academic Dishonesty:

[http://www.uoregon.edu/~stl/programs/student\\_judi\\_affairs/academic-dishonesty.htm](http://www.uoregon.edu/~stl/programs/student_judi_affairs/academic-dishonesty.htm)

You may be required to submit writing assignments to SafeAssign. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work. The instructor may in some cases also submit your work to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course you grant the instructor permission to do so.

### *Students with Disabilities*

If you have a **documented** disability and need accommodations in this course, please discuss this with me. You will need to have documentation of the disability from Disability Services which is located in 164 Oregon Hall, 6-1155, TTY 6-1083, or at <http://ds.uoregon.edu/>