

Psychology 469 – Psychopathology
Summer Term 2009
189 PLC
Mon. – Thurs. 8-9:50 am

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Course Description: In this class, we will attempt to answer some of the 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. For each disorder, we will examine: the diagnostic criteria, basic etiology, common comorbid disorders, common demographic correlates, current research topics, and treatment.

Contact Hours and Class Attendance: We will meet each Monday through Thursday in 189 PLC from 8-9:50 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. (2009). Abnormal Psychology (5th Ed.). Belmont, CA: Wadsworth.

Exams and Quiz (50*4 = 200 points): Weekly exams covering the textbook reading and lectures will be given every Thursday. These exams will be composed of multiple choice, fill-in the blank, and short answer questions. 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 20 questions multiple choice questions worth 2

points each (40 points per exam) and an additional 10 points worth of fill-in the blank and short answer questions. There will be no make-up exams.

Class Presentation (50 points): Groups of 1-2 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, PubMed, GoogleScholar, or another 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 20 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.

Participation (25 points): 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*. 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.

In-class activities (25 points): There will be several short in-class activities throughout this class. These may include individual learning activities, short quizzes, group learning activities, short reaction papers, etc. If you miss class, you may not be allowed to make-up an in-class activity.

***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 (4)	200	90-100% A
Presentation	50	80-89% B
Attendance/Participation	25	70-79% C
In-class activities	25	60-69% D
		Below 60% F
Total Points =	300	

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 or exam; 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 20 <i>EM</i>	Introduction to and History of Psychopathology	Ch. 1 & 2
July 21 <i>EM</i>	Clinical Assessment, Diagnosis, and Research Methods ***Guest Lecture: Pam Birrell, Ph.D.	Ch. 3 & 4
July 22 <i>EM</i>	Mood Disorders & Suicide	Ch. 7
July 23 <i>EM</i>	Mood Disorders & Suicide (cont.); Exam # 1	Ch. 7
<i>Week 2</i>		
July 27 <i>EM</i>	Dissociative Disorders and Somatoform Disorders	Ch. 6
July 28 <i>EM</i>	Attention Deficit and Hyperactivity Disorder & Learning Disorders	Pages 502-511, Additional readings on Bb
July 29 <i>EM</i>	Pervasive Developmental Disorders (Autism) ***Guest Lecturer: Debra Eisert, Ph.D. CDRC	Remainder of Ch. 14
July 30 <i>EM</i>	Sexual and Gender Identity Disorders; Exam #2 ***Guest Lecturer: Sean Laurent, M.S.	Ch. 10
<i>Week 3</i>		
August 3 <i>IM</i>	Anxiety Disorders	Ch. 5
August 4 <i>IM</i>	Anxiety Disorders (cont.)	Ch. 5
August 5 <i>IM</i>	Substance-Related and Impulse-Control Disorders	Ch. 11
August 6 <i>IM</i>	Eating Disorders; Exam #3 ***Guest Lecturer: Janet Ng, M.S.	Ch. 8
<i>Week 4</i>		
August 10 <i>IM</i>	Schizophrenia and Other Psychotic Disorders	Ch. 13
August 11 <i>IM</i>	Personality Disorders	Ch. 12
August 12 <i>IM</i>	Personality Disorders (cont.)/catch up	Ch. 12
August 13 <i>IM</i>	Exam #4	
	Enjoy the rest of summer!!!	

Monday, July 27: 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?
Tuesday, July 28: Somatiform & Dissociative Disorders <ul style="list-style-type: none"> ♦ Identity Integration for Dissociative Identity Disorder ♦ Dissociative Identity Disorder and the media
Wednesday, July 29: Attention Deficit & Hyperactivity Disorder <ul style="list-style-type: none"> ♦ The use of stimulant medication in the treatment of ADHD ♦ ADHD and the media ♦ ADHD and gender
Thursday, July 30: Developmental Disorders <ul style="list-style-type: none"> ♦ Vaccines and Autism ♦ Lead Toxicity and Developmental Disorders
Tuesday, August 4: 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, August 5: Substance Abuse Disorders <ul style="list-style-type: none"> ♦ Motivational Interviewing ♦ Neurobiology of Ecstasy ♦ Mental Illness and Smoking
Thursday, August 6: Eating Disorders <ul style="list-style-type: none"> ♦ Gender and eating disorders ♦ Comorbidity and eating disorders ♦ History of eating disorders
Monday, August 10: Schizophrenia and other Psychotic Disorders <ul style="list-style-type: none"> ♦ Differentiating Schizophrenia from Bipolar Disorder ♦ Schizophrenia in third world countries ♦ Trauma and Psychosis

Tuesday, August 11:

Personality Disorders

- ◆ Borderline Personality Disorder and Suicide
- ◆ Dialectical Behavior Therapy
- ◆ Oppositional Defiant Disorder, Conduct Disorder, and Antisocial Personality Disorder: The Developmental Trajectory

Wednesday, August 12:

Other topics

- ◆ **Cognitive Disorders (Dementia, Alzheimer's Disorder, etc.)**
- ◆ **Mental Health and Ethics**
- ◆ **Other?**

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