

**Adult Psychopathology**  
**Psychology 469 – CRN 42329**  
Summer Term 2010  
PLC 189  
Mon. – Thurs. 10:00-11:50 am

<b>Instructor:</b> Erica D. Musser—first two weeks	<b>Instructor:</b> Ida Moadab—second two weeks
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**Course Description:** In this class, we will attempt to answer some of the fundamental questions of clinical 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, 4<sup>th</sup> edition (DSM-IV). You will have the opportunity to become familiar with use of the DSM-IV for making diagnoses, learn the main categories of mental disorders, as well as how mental illness is assessed for, defined, and treated. For each disorder, we will examine: assessment, the diagnostic criteria, basic etiology, common comorbid disorders, common demographic correlates, current research topics, and treatment.

We hope that you will begin to question some of the underlying assumptions of clinical psychology and psychiatry, and to see the complexity that surrounds the diagnosis and treatment of psychological disorders using our current diagnostic classification system. We will also examine popular culture readings and discuss their integrity in class.

We will watch videos of and read first person accounts from individuals with different forms of psychopathology, in order to aid in your real-world understanding of these disorders.

**Contact Hours and Class Attendance:** We will meet each Monday through Thursday in 189 PLC from 10-11:50 a.m. Your attendance is expected and mandatory, as there will be several in-class activities. This is not a course to be taken 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 (5<sup>th</sup> Ed.). Belmont, CA: Wadsworth.

Additional required readings will be posted to Blackboard for each class.

Additionally, you will be required to choose a work of nonfiction for your final paper. These books are available at major bookstores and online bookstores (e.g. Barnes & Nobel, Borders, Amazon.com) A list will be provided to assist in your selection.

**Exams and Quiz (50\*4 = 200 points):** Weekly exams covering the textbook reading, Bb required readings, 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.

**Participation & In-Class Activities (50 points):** Much of the learning experience in this class will be based on discussions and in-class activities.

Attendance and Participation (25 points):

If you attend all classes, you will earn 25 points (and may be eligible for additional participation points as extra credit).

If you miss one class, you will earn 25 points.

If you miss two classes, you will earn 20 points.

If you miss three classes, you will earn 15 points, etc.

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. If you are consistently late or leaving class early, the above criteria will also apply to you (i.e. if you are late more than 2 times, your grade will go down accordingly).

In-class Activities (25 points): There will be several short in-class activities focused on discussion and integration of the assigned articles on Blackboard. You will be expected to use material from the text and the lecture to take a side either supporting or critiquing the assigned article. Your opinions should be informed by additional readings, the text, and lecture, and not simply your colloquial knowledge. If you miss class, you may not be allowed to make-up an in-class activity. These will be assigned as we go along.

**Final Paper (50):** For your final paper you will select one of the nonfiction, first- or second-person accounts of psychopathology from the list provided. You will use your knowledge from the text, the lecture, and additional empirical resources to analyze and critique the account. How does it fit with the DSM-IV criteria? How does it stray? What appears to be idiosyncratic to that case? What appears to be more representative of the disorder? It should be 5 to 8 pages in length, double spaced, times new roman, 1 inch margins, size 12 font.

**\*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
Final Paper	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](mailto: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	Instructor	Topic	Reading
<i>Week 1</i>		<b>With Erica</b>	
July 19	<i>EM</i>	Introduction and History of Psychopathology	Ch. 1 & 2 Bb-Why Psychiatry Needs Therapy
July 20	<i>EM</i>	Clinical Assessment, Diagnosis, and Research Methods	Ch. 3 & 4
July 21	<i>EM</i>	Mood Disorders & Suicide	Ch. 7 Bb-Depressions Evolutionary Roots Bb-Depression's Upside
July 22	<i>EM</i>	Mood Disorders & Suicide (cont.); <b>Exam # 1</b>	Ch. 7 Bb-Minds over Meds.
<i>Week 2</i>		<b>With Erica</b>	
July 26	<i>EM</i>	Dissociative Disorders and Somatoform Disorders	Ch. 6
July 27	<i>EM</i>	Attention Deficit and Hyperactivity Disorder & Learning Disorders	Ch.14, pg. 502-511, Bb-Running from Ritalin
July 28	<i>EM</i>	Pervasive Developmental Disorders (Autism)	Remainder of Ch. 14
July 29	<i>EM</i>	Sexual and Gender Identity Disorders; <b>Exam #2</b>	Ch. 10
<i>Week 3</i>		<b>With Ida</b>	
August 2	<i>IM</i>	Anxiety Disorders	Ch. 5 Bb-Understand. The Anxious Mind
August 3	<i>IM</i>	Anxiety Disorders (cont.)	Ch. 5
August 4	<i>IM</i>	Substance-Related and Impulse-Control Disorders	Ch. 11
August 5	<i>IM</i>	Eating Disorders; <b>Exam #3</b>	Ch. 8
<i>Week 4</i>		<b>With Ida</b>	
August 9	<i>IM</i>	Schizophrenia and Other Psychotic Disorders	Ch. 13 Bb-Head Case
August 10	<i>IM</i>	Personality Disorders	Ch. 12 Bb-The Science of Success
August 11	<i>IM</i>	Personality Disorders (cont.)/catch up	Ch. 12 Bb-The Am. Of Mental Illness
August 12	<i>IM</i>	<b>Exam #4</b>	

**Possible First Person Accounts for the Final Paper (others with approval of instructor):**

- Alda, A. (2005). *Never have your dog stuffed: And other things I've learned*. New York, NY: Random House.
- Barrett, R. J. (1997). Cultural formulation of psychiatric diagnosis: Death on a horse's back: Adjustment disorder with panic attacks. *Culture, Medicine and Psychiatry*, 21, 481-496.
- Boylan, J. F. (2003). *She's not there: A life in two genders*. New York, NY: Broadway Books.
- Burroughs, A. (2002). *Running with scissors: A memoir*. New York, NY: Picador.
- Collins, P. (2004). *Not even wrong: A father's journey into the long history of autism*. New York, NY: Bloomsbury.
- Crimmins, C. (2000). *Where is the mango princess?* New York, NY: Knopf.
- Dully H., & Fleming, C. (2007). *My lobotomy: A memoir*. New York, NY: Random House.
- El-Hai, J. (2005). *The lobotomist: A maverick medical genius and his tragic quest to rid the world of mental illness*. Hoboken, NJ: Wiley.
- Jamison, K. R. (1997). *An unquiet mind: A memoir of moods and madness*. New York, NY: Vintage.
- Kessler, L. (1993). *Stubborn twig: Three generations in the life of a Japanese American family*. New York, NY: Random House.
- Knapp, C. (2003). *Appetites: Why women want*. New York, NY: Counterpoint.
- Levine, N. (2003). *Dharma punx: A memoir*. New York, NY: HarperCollins.
- Love, L. (2004). *You ain't got no Easter clothes: A memoir*. New York, NY: Hyperion.
- Nazeer, K. (2006). *Send in the idiots: Stories from the other side of autism*. New York, NY: Bloomsbury.
- Schreiber, F. R. (1973). *Sybil*. New York, NY: Warner.
- Steele, K., & Berman, C. (2001). *The day the voices stopped: A memoir of madness and hope*. New York, NY: Basic.
- Styron, W. (1990). *Darkness visible: A memoir of madness*. New York, NY: Vintage.
- Ung, L. (2005). *Lucky child: A daughter of Cambodia reunites with the sister she left behind*. New York, NY: HarperCollins.
- Williams, D. (1994). *Nobody nowhere: The extraordinary autobiography of an autistic*. New York, NY: Harper.
- Wurtzel, E. (1994). *Prozac nation: Young and depressed in America*. New York, NY: Houghton Mifflin.

### **Grading Rubric for the Final Paper:**

Brief synopsis of character (1 page).—10 points

Thoughts and feelings/gut reactions — Did you feel empathy for character? Did you feel disgust? Did you feel uncomfortable? Why? Do you have previous experience with individuals with this disorder? Did the character match that experience? (1 page).—5 points

Goodness-of-Fit (describing how individual fits & doesn't fit):---30 points

- a. Diagnostic criteria--reference to DSM-IV criteria (not simply restating criteria),
- b. Etiology
- c. Demographics
- d. Treatment
- e. Other topics from class
  - Citing text book-to determine goodness-of-fit
  - Citing lecture to determine goodness-of-fit
  - Citing at least 2 empirical work from peer-review journals to determine goodness-of-fit

APA Format, Grammar, & Spelling —5 points