

PSY 469: Psychopathology
Summer 2012
CRN 41634, Peterson Hall 103, M-R 10:00 - 11:50 am

Instructors

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Overview

What is Psychopathology? What is normal and abnormal? Who gets to say? How does culture influence what is considered abnormal?

In this survey course, you will become familiar with a variety of mental disorders as defined by the *DSM-IV*, which is the manual used for making diagnoses. However, we will also look at what problems there may be with the biomedical model of mental disorders and diagnostic categories, emphasizing sociocultural viewpoints and developmental experiences. We will also examine some of the predominant treatments for the major disorders. Do they work? How do they work?

Critical thinking will be emphasized regarding the interpretation of research, the medical model, and treatment options. It is assumed that you have a background in research methods and statistics (e.g., PSY 302 & 303). Even though you have taken these courses or their equivalents, you may need to do some extra work to understand some of the material and assignments. If this is the case, please come speak with us early in the term so we may assist you.

Class Attendance and Participation

Attending class and participating in class discussions and in-class writing assignments are crucial to your success in the course. *Also, out of respect for your peers and your instructors, please turn off cell phones during class.*

Required Text

Nolen-Hoeksema, S. (2011). *(Ab)normal Psychology*, 5th edition. Boston, MA: McGraw Hill.

Copies are available for purchase at the University of Oregon bookstore. One copy is also available on reserve at the Knight Library.

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. Announcements will be made regarding any additional required readings; these additional readings will be posted on the Blackboard website.

COURSE SCHEDULE

Date	Topic	Assigned Reading* & Assessments
June 25 M	What is psychopathology? Who gets to decide? <i>Video: Take These Broken Wings (Part 1)</i>	- <i>In-Class Writing Response</i>
June 26 T	<i>Video: Take These Broken Wings (Part 2)</i> Looking at Abnormality Theories & Treatment of Abnormality Assessing & Diagnosing Abnormality	Ch. 1-2; Ch. 3 (optional) <i>In-Class Writing Response</i>
June 27 W	Schizophrenia & Related Psychotic Disorders	Ch. 8 <i>In-Class Writing Response</i>
June 28 R	Somatoform & Dissociative Disorders	Ch. 6 <i>In-Class Writing Response</i>
July 2 M	Mood Disorders & Suicide	Ch. 7 <i>In-Class Writing Response</i> Final Paper Proposal Due
July 3 T	Anxiety Disorders	Ch. 5 <i>In-Class Writing Response</i>
July 4 W	NO CLASS	HOLIDAY
July 5 R	Eating Disorders	Ch. 12 <i>In-Class Writing Response</i> APA-Style Revision of One In-Class Writing Response Due
July 9 M		Midterm
July 10 T	Substance-Related & Impulse Control Disorders	Ch.14 <i>In-Class Writing Response</i>
July 11 W	Personality Disorders	Ch. 9 <i>In-Class Writing Response</i>

July 12	R	In-Class Paper Conferences (TBD)	Bring hard copies of your empirical articles to paper conferences.
July 16	M	Childhood Disorders Cognitive Disorders & Lifespan Issues	Ch. 10-11 <i>In-Class Writing Response</i>
July 17	T	Health Psychology	Ch. 15 <i>In-Class Writing Response</i> Final Paper Due
July 18	W	Mental Health & the Law	Ch. 16 <i>In-Class Writing Response</i>
July 19	R		Final Exam

*Assigned reading is due the date it is listed on the syllabus.

Grades:

Your grade will be computed by combining your scores in the following overall categories for a total of 200:

Points	Course Work
36	12 In-Class Writing Responses (3 points each)
14	APA-Style Revision of One In-Class Writing Response
60	Midterm
50	Final Paper
40	Final Exam
200	Total

Final letter grades will be determined from point totals as follows:

Points	Letter Grade	What do grades mean at the UO?
185-200	A	Excellent
160-184	B	Good
140-159	C	Satisfactory
120-139	D	Inferior
Below 120	F	Unsatisfactory
	Other (P,I,Y)	

Note: while we give some -s and +s for grades near a border, we give A+s only rarely. Please see the Psychology Department's guidelines for Teaching and Learning at <http://psychweb.uoregon.edu/undergraduates/guidelines> for more on grading and expectations.

Assignments

In-Class Writing Responses (36 points)

Per the course schedule, students will complete short writing assignments in class in response to a topic, question, or controversy in Psychopathology posed by the instructors. **Students must be in class in order to complete and receive credit for each writing response.** The goal of these writing responses is to stimulate critical thinking on the topics covered in class, while simultaneously practicing communicating complex ideas in writing.

APA-Style Revision of One In-Class Writing Response (14 points)

Students will choose one of their own In-Class Writing Responses to elaborate and revise. The revision should be a re-write of the original In-Class Writing Response—improving on grammar and coherence of thoughts and ideas, with attention to APA-style (<http://apastyle.apa.org/>). Students should be sure to introduce the topic appropriately (e.g., in an introductory paragraph) and provide concluding remarks (e.g., in a conclusion paragraph). The original In-Class Writing Response and the APA-Style Revision of the In-Class Writing Response will be submitted together at the beginning of class on the **due date (July 5)**. The final product should be 1-2 pages in length, double-spaced in Times New Roman 12-point font with 1" margins on all sides. The goal of this assignment is to identify and critically think about a topic of interest, while underscoring the importance of revisions in the writing process.

Midterm (60 points)

Per the course schedule, students will complete a midterm in class that will cover the material from Week 1 and Week 2. The midterm will consist of multiple-choice items only. **Students must be in class the day of the midterm to receive and complete the exam.** No make ups will be offered.

Final Exam (40 points)

Per the course schedule, students will complete a final exam in class that will cover the material from Week 3 and Week 4. The final exam will consist of multiple-choice items only. **Students must be in class the day of the final to receive and complete the exam.** No make ups will be offered.

Final Paper (50 points)

Step 1: The Memoir

- Select a Memoir
 - Students will select and read a memoir written by an individual who self-identifies as someone struggling with mental illness or some type of adversity that is associated with psychopathology (e.g., trauma). A list of possible memoirs is provided below. Students may select a different memoir with approval from the instructors. **A short (2-3 sentence) Final Paper Proposal is due at the beginning of class on July 2 (5 points).**

Step 2: The Paper

- Provide a Summary (10 points)
 - Students will provide a brief synopsis of the individual and his/her story (~1 page).
- Evaluate Goodness-of-Fit of the Diagnosis (15 points)
 - Students will discuss the individual in terms of *DSM-IV* diagnostic criteria, etiology, and demographics (not simply restating them) (~2 pages).
 - Does this person's description of their experience match your view of a person with this disorder? Why or why not? (cite evidence using APA style) (~1 page).
 - Cite text or lecture, and at least 2 empirical articles from peer-reviewed journals to evaluate goodness-of-fit of diagnosis (~2 pages)
- Discuss Treatment & Prognosis (15 points)
 - Students will cite at least 2 other empirical articles from peer-reviewed journals to discuss issues relevant to treatment and prognosis for this individual. (~2 pages)
- APA Format, Grammar, & Spelling: (<http://apastyle.apa.org/>) (5 points)
- Don't forget the reference page! It should include:
 - The memoir.
 - The textbook (if you used it).
 - The *DSM-IV-TR* (if you used it).
 - At least 4 empirical articles from peer-reviewed journals.
- Length: 8-10 pages (excluding references), double-spaced, Times New Roman 12-point font with 1" margins on all sides
- **A hardcopy of the Final Paper is due Tuesday, July 17, 2012, in class at 10 am.** Late work will be penalized (10% of grade lost for each day late).

Possible Memoirs for the Final Paper

Adjustment

Ung, L. (2005). *Lucky child: A daughter of Cambodia reunites with the sister she left behind*. New York, NY: HarperCollins.

Autism / Asperger's Syndrome

Collins, P. (2004). *Not even wrong: A father's journey into the long history of autism*. New York, NY: Bloomsbury.

Grandin, T. (1995). *Thinking in pictures*. New York, NY: Doubleday.

Nazeer, K. (2006). *Send in the idiots: Stories from the other side of autism*. New York, NY: Bloomsbury.

Williams, D. (1994). *Nobody nowhere: The extraordinary autobiography of an autistic*. New York, NY: Harper.

Bipolar Disorder

Hinshaw, S. (2002). *The years of silence are past*. New York, NY: Cambridge University Press.

Jamison, K. R. (1997). *An unquiet mind: A memoir of moods and madness*. New York, NY: Vintage.

Millett, K. (1990). *The loony-bin trip*. New York, NY: Simon and Schuster.

Borderline Personality Disorder

Kaysen, S. (2000). *Girl, interrupted*. London, UK: Virago.

Depression

Manning, M. (1995). *Undercurrents: A life beneath the surface*. San Francisco, CA: HarperCollins.

Norris, K. (2008). *Acedia & me: A marriage, monks, and a writer's Life*. New York, NY: Riverhead.

Smith, J. (2001). *Where the roots reach for water: A personal and natural history of melancholia*. New York, NY: North Point Press.

Styron, W. (1990). *Darkness visible: A memoir of madness*. New York, NY: Vintage.

Wurtzel, E. (1994). *Prozac nation: Young and depressed in America*. New York, NY: Houghton Mifflin.

Dissociative Identity Disorder

Casey, J. F. & Wilson, L. I. (1991). *The Flock*. New York, NY: A.A. Knopf

Schreiber, F. R. (1973). *Sybil*. New York, NY: Warner.

Eating Disorders

de Rossi, P. (2010). *Unbearable lightness: A story of loss and gain*. New York, NY: Atria Books.

Gottlieb, L. (2009) *Stick figure: A diary of my former self*. New York, NY: Simon & Schuster.

Knapp, C. (2003). *Appetites: Why women want*. New York, NY: Counterpoint.

Gender Identity Disorder

Boylan, J. F. (2003). *She's not there: A life in two genders*. New York, NY: Broadway Books.

Oppositional Defiant Disorder

Levine, N. (2003). *Dharma punx: A memoir*. New York, NY: HarperCollins.

Schizophrenia

Alda, A. (2005). *Never have your dog stuffed: And other things I've learned*. New York, NY: Random House.

Bartok, M. & Herr, N. K. (2011). *The memory palace*. New York, NY: Free Press.

Love, L. (2004). *You ain't got no Easter clothes: A memoir*. New York, NY: Hyperion.

Saks, E. (2007). *The center will not hold: My journey through madness*. New York, NY: Hyperion Books.

Steele, K. & Berman, C. (2001). *The day the voices stopped: A memoir of madness and hope*. New York, NY: Basic.

Substance Abuse/Dependence

Burroughs, A. (2003). *Dry*. New York, NY: St. Martin's Press.

Karr, M. (2009). *Lit: A Memoir*. New York, NY: Harper Collins.

Knapp, C. (1997). *Drinking: A love story*. New York, NY: Dial Press.

O'Brien, J. (1990). *Leaving Las Vegas*. Wichita, KS: Watermark Press.

Sheff, D. (2008). *Beautiful boy: A father's journey through his son's addiction*. Boston, MA: Houghton Mifflin.

Stahl, J. (1995). *Permanent midnight*. New York, NY: Warner Books.

Walls, J. (2005). *The glass castle: A memoir*. New York, NY: Scribner.

Wurtzel, E. (2002). *More, now, again: A memoir of addiction*. New York, NY: Simon & Schuster.

Trauma

Cutting, L. K. (1997). *Memory slips: A memoir of music and healing*. New York, NY: HarperCollins.

Rogers, A. (1995). *A shining affliction: A story of healing and harm in psychotherapy*. New York, NY: Penguin Books.

Sapphire, . (1996). *Push: A novel*. New York, NY: Vintage Books (Random House).

Wisecchild, L. M. (1988). *The obsidian mirror: Healing from childhood sexual abuse*. New York, NY: Seal Press.

Using Blackboard

On the website, you will find general announcements for the class and all available documents for the course (including this syllabus). We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to <http://blackboard.uoregon.edu> . If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/> . Also you can get help starting by going to the library Information Technology Center (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help> .

Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (e.g., ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with one of the instructors before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty at: <http://darkwing.uoregon.edu/~conduct/>).

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 instructors 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 instructors permission to do so.**

Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructors soon. Also, please request that the Counselor for Students with Disabilities send a letter verifying your disability.

Note about Changes to the 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.