

PSY 469: Psychopathology
Spring 2013
CRN 36861, Straub 146, MW 12:00 - 1:20 pm

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Overview

What is Psychopathology? What is normal and abnormal? Who gets to decide? 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*—with previews from the upcoming *DSM-5*—which is the manual used for making diagnoses. We will also look at what problems there may be with the biomedical model of mental disorders and diagnostic categories, emphasizing socio-cultural 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 expected that you are in this class because you are eager to learn about psychopathology and its complexities. This means coming prepared every class to discuss the reading, communicate your thoughts, personally engage in the material, AND take each other seriously.

Class Attendance and Participation

Attending class, participating in-class discussions, and in-class writing assignments are crucial to your success—and learning—in the course. Please come to class prepared to learn, be engaged, and interact with the material that is presented. *Also, out of respect for your peers and your instructor, 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

Generally, readings are assigned on a daily basis. Readings from the textbook are to be completed **before** the class meeting for which they are assigned. Readings from the In-Class Writing (*ICW*) lecture slides are to be completed before the subsequent class period. Information about the *ICW* readings will be posted on the Blackboard website.

COURSE SCHEDULE

Date	Topic	Readings* & Assessments
April 1 M	Introduction to Course What is psychopathology?	Ch. 1 <i>ICW**</i>
April 3 W	Looking at Abnormality Theories & Treatment of Abnormality Assessing & Diagnosing Abnormality	Ch. 2 & 3 <i>ICW</i>
April 8 M	Schizophrenia & Related Psychotic Disorders	Ch. 8 <i>ICW</i>
April 10 W	<i>"Take These Broken Wings"</i> Film	<i>Memoir Chosen</i>
April 15 M	Sociocultural Context of Psychosis	Ch. 4 <i>ICW</i>
April 17 W	Somatoform & Dissociative Disorders	p. 152-175 p. 177-179 <i>ICW</i>
April 22 M	Trauma & Dissociation <i>Guest Lecture: Dr. Pamela Birrell</i>	
April 24 W	Culture & Trauma	Gómez, 2012 <i>ICW</i>
April 29 M	Mood Disorders & Suicide	Ch. 7 <i>ICW</i>
May 1 W	Catch-Up, Questions, Review for Midterm	
May 6 M	Midterm 1	
May 8 W	Substance Use Disorders	Ch. 14 <i>ICW</i>
May 13 M	Anxiety Disorders	Ch. 5 <i>ICW</i>
May 15 W	Eating Disorders	p. 358-371 p. 374-387 <i>ICW</i>
May 20 M	Personality Disorders	Ch. 9 <i>ICW</i>
May 22 W	Mental Health & The Law	Ch. 16 <i>ICW</i>
May 27 M	NO CLASS	<i>Memorial Day</i>
May 29 W	Midterm 2	<i>ICW</i> Final Paper Due
June 3 M	<i>"Guilty Except for Insanity"</i> Film	<i>ICW</i>
June 5 W	<i>West Side Story</i>	<i>Memoir Completed</i> <i>ICW</i>

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

***ICW* : In-Class Writing Response

Grades:

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

Points	Course Work
50	14 <i>ICWs</i> Weeks 1-9 = 3 points each Week 10 = 7 points each
50	<i>ICW</i> Final Paper
50	Midterm 1 (book, lecture, <i>ICW</i> discussion/readings)
50	Midterm 2 (book, lecture, <i>ICW</i> discussion/readings)
--	Memoir
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: 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 (*ICWs*) (50 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 instructor. *Students must be in class in order to complete and receive credit for each writing response.* The goal of *ICWs* is to stimulate critical thinking on the topics covered in class, while simultaneously practicing communicating complex ideas in writing.

*Note: Readings listed on the *ICW* lecture slides are required.

***ICW* Final Paper (50 points)**

Students will choose one of their own *ICWs* to elaborate and revise. The revision is a formal paper that expands and improves the *ICW*—bettering grammar and coherence of thoughts and ideas, with attention to APA-style (<http://apastyle.apa.org/>).

ICW Final Papers must include:

1. an introductory paragraph that frames the topic appropriately
2. a conclusion paragraph that synthesizes all the information presented
3. *at least* 3 peer-reviewed articles
(cited in text and included in the list of references).
4. *ICW* Final Paper + the original *ICW*

ICW Final Paper Rules:

1. due **May 29** at the beginning of class.
2. Late papers will be deducted 10% (one full letter grade) for each day they are not turned in.
3. 4-5 pages in length (not including title page or reference page)
4. double-spaced
5. Times New Roman, 12-point font, 1" margins on all sides.
6. Refer to the grading rubric on blackboard for more details

The goal of this assignment is to take ownership of your education by identifying and critically thinking about a topic of interest, while underscoring the importance of revisions in the writing process.

Midterm 1 (50 points)

Per the course schedule, students will complete *Midterm 1* in class. The midterm will consist of multiple-choice items only from the textbook, lectures, and In-Class Writing (*ICW*) assignments, discussions, and readings. Special circumstances requiring students to miss *Midterm 1*—and therefore, take a make-up exam—must be communicated with and approved by the instructor before the scheduled exam. There will be no make-ups for unscheduled missed exams.

Midterm 2 (50 points)

Per the course schedule, students will complete *Midterm 2* in class. The midterm will consist of multiple-choice items only from the textbook, lectures, and In-Class Writing (*ICW*) assignments, discussions, and readings. Special circumstances requiring students to miss *Midterm 2*—and therefore, take a make-up exam—must be communicated with and approved by the instructor before the scheduled exam. There will be no make-ups for unscheduled missed exams.

Memoir (-- points)

Students will choose and read a memoir of their choice from the list provided (see below) that provides a personal narrative of either an individual who has been diagnosed with a mental disorder (e.g., schizophrenia) or experienced trauma—interpersonally or through the diagnostic process (e.g., homosexuality). Students' education, edification, and depth of learning and critical thinking will be enriched by reading a memoir of interest as it allows the integration of 'book learning' and 'real world learning', while underscoring the complexities, difficulties, and utilities of psychiatric diagnosis. Students are encouraged to pick a memoir from a topic that is of particular interest.

List of Memoirs

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.

Homosexuality/Law

Yoshino, K. (2006). *Covering: The hidden assault on our civil rights*. New York, NY: Random House, Inc.

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).

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

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Suggested Readings

Wampold, B. E. (2001). *The Great Psychotherapy Debate: Models, Methods, and Findings*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Whitaker, R. (2011). *Anatomy of an Epidemic: Magic Bullets, Psychiatric Drugs, and the Astonishing Rise of Mental Illness in America*. New York, NY: Broadway Paperback.

Inclusivity Statement

It is the policy of the University of Oregon to support and value cultural diversity. To do so requires that we:

- ✓ Respect the dignity and essential worth of all individuals
- ✓ Promote a culture of respect throughout the University community
- ✓ Respect the privacy, property, and freedom of others
- ✓ Reject bigotry, discrimination, violence, or intimidation of any kind
- ✓ Practice personal and academic integrity and expect it from others
- ✓ Promote the diversity of opinions, ideas, and backgrounds—which is the lifeblood of the university

If you believe you have been the victim of or a witness to a bias incident, harassment, or a hate crime, the University of Oregon encourages you to report it to the Bias Response Team. The team can help you document the incident and can provide support.

Bias Response Team: <http://darkwing.uoregon.edu/~brt/>

Phone (541) 346-1139

Affirmative Action and Equal Opportunity: <http://aaeo.uoregon.edu/>

Phone (541) 346-3123.

Accommodations for Students

The University of Oregon strives to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please notify the instructor as soon as possible. Further, if you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor within the first week of classes.

Resource: Accessible Education Center—541-346-1155.

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> .

Note about Changes to the Syllabus

I 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.