

PSYCHOPATHOLOGY – PSY 469

Summer 2013

Monday-Thursday 10:00 – 11:50 p.m., ESL 116

Office Hours: Thursdays by appointment

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Course Objectives

- to provide students with an integrative overview of the field of abnormal psychology and major psychological problems and disorders;
- to familiarize students with the multiple causes of psychopathology as viewed from a number of different theoretical perspectives;
- to illustrate an integrative view of research in the area of abnormal behavior;
- to discuss intervention and prevention strategies for psychological disorders;
- to promote critical thinking skills in the area of abnormal psychology.

This course should be considered an advanced introductory course, in that we will not have time to study every clinical problem in depth. Instead, we will concentrate on obtaining and applying knowledge to clinical problems and exploring a range of clinical skills, including case conceptualization.

Course Expectations and Classroom Behavior

The course includes traditional lectures, video materials, discussion, and assigned readings. Although lectures will overlap to some degree with the reading material, there will be lecture material that is not covered in the reading and reading material that is not covered in the lectures. Exams and quizzes will assess mastery of the content from all sources of material (lectures, videos, readings).

Students are expected to attend and participate in class, complete and critically evaluate the assigned reading, and study in preparation for exams. On-time completion of all assignments is expected.

This class is based on the philosophy that learning is an **active** process. This emphasizes the importance of understanding and experiencing ideas as they relate to our own lives, rather than just remembering a list of facts. Your input is welcome and encouraged, as is active listening. We must be mindful of discussing and listening to ideas in a respectful, thoughtful, and reasoned manner. You are encouraged to go beyond personal opinion and experience, and take available evidence into account. **Thus you are encouraged to carefully consider the information that comes from lectures, films, and class discussions in constructing more informed opinions of the topics we cover.**

Students behaving in a disruptive manner may be asked to leave the class. Disruptive behaviors include (but are not limited to): talking or otherwise distracting other students while they are trying to listen, failing to turn off your cell phone, packing up your materials before the end of class, arriving late, and leaving early. **During class, it is expected that students will pay attention, take notes, and participate by listening and discussing course material.**

Class Attendance

Please note: This is not a course to take if you think you will miss more than one class meeting, as class discussion and exercises are crucial to your success in the course. Your participation is part of the course requirements. Quizzes will be over the reading material, lectures, and videos. You will be responsible for **all** material covered in lecture. I also recommend that you check the course website at Blackboard at least twice a week, as I may post important course information there.

Required Readings

Readings are assigned on a weekly basis. Readings are to be completed BEFORE the class meeting for which they are assigned. There is one required text book, available at the bookstore, along with online readings available on the Blackboard website. This course has a serious amount of reading and you will not be able to do well on your assignments if you do not do the reading.

Required Text

Durand, V. M., & Barlow, D. H. (2012). *Essentials of Abnormal Psychology*, (6th ed.). Belmont, CA: Cengage Learning.

Grading

Your grade will be computed by combining your scores in the following overall categories:

Points	Course Work
100	10 Quizzes, 10 points each
30	Attendance & Participation
80	Homework Assignments
400	Exams (4), 100 points each
610	Total

Quizzes: 100 points (10 points each)

Eleven daily quizzes will be given, each worth 10 points. Your highest 10 quiz scores will be used for your final quiz score grade. Because of this, you cannot make up the quizzes **FOR ANY REASON**. The quizzes will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. These may be multiple choice, matching, fill-in-the-blank and/or short answer questions that will usually pertain to the material covered in the previous class meeting. Class attendance *and* participation, and completion of the readings will prepare you well for the quizzes.

Participation: 30 points

Participation includes attendance, preparing for class, and contributing to large and small group discussions. In-class participation will largely be in the form of small groups. If you miss class *for any reason*, you can NOT make up those points.

Homework: 80 points

During the term you will have several opportunities to complete homework assignments. All assignments will total 100 points, but may not be of equal point value. Some will require more work than others. These assignments are designed to accomplish one or more of the following goals: prepare you for the next class meeting; practice thinking critically about a class topic; apply research to a clinical problem; integrate knowledge across topics. Homework will be assigned at the end of our class meetings, and usually will be due at the beginning of the next class. **Late work is not accepted for any reason.**

Exams: 400 points (100 points each)

There will be four exams during the course of the term covering material as noted in the list of readings (i.e., not comprehensive). I neither endorse nor provide study guides. You are responsible for all material covered in the course. These exams are likely to contain matching, short answer, and multiple choice questions.

Course Grade

Final grades will be based on percentage of total possible points earned, and distributed as follows:

A+	<i>Reserved for exceptional performance, usually above 98%, maximum of 3 A+ grades</i>		
A	93-100	D+	67-69.9
A-	90-92.9	D	63-66.9
B+	87-89.9	D-	60-62.9
B	83-86.9		
B-	80-82.9	N*	less than 70
C+	77-79.9	P*	70 or higher
C	73-76.9		<i>*If taking Pass/Fail</i>
C-	70-72.9		

Policy on Late Work / Missing Quizzes / Missing Exams

No late work will be accepted FOR ANY REASON. Unless otherwise noted, all work must be printed single-sided, double-spaced, using Times New Roman 12-point font (according to APA style). All papers should be turned in during the first five minutes of class. Do NOT e-mail me your papers. If you do not bring your paper to class, it is considered missing. You also cannot make up quizzes or exams FOR ANY REASON.

Additional Notes

Using Blackboard

The web site for this course was constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including this syllabus), lecture notes, on-line discussions, links to relevant web sites, and more. 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/>.

Plagiarism Policy: Copying or paraphrasing information or ideas from any source, interview, print or electronic, without citation, is plagiarism. I take this very seriously; it merits a zero on the particular assignment in which it appears, and usually results in a grade penalty for the course. Always note the source of anyone else's ideas that you use, in this, and every, class. You can find clear guidelines for using several different citation formats properly, as well as very clear explanations of how to paraphrase correctly and avoid plagiarism here: <http://www.uwosh.edu/departments/llr/citing.html>

Students with Disabilities

If you have a documented disability and may need accommodations, please contact me in the first week of class, even if you are not sure that your disability will require accommodation this term (for example, if you have a physical disability that may require emergency attention, but you cannot predict when this might happen). Please request that the AEC advisor send a letter verifying your disability. Contact Accessible Education Center for more information (164 Oregon Hall; 346-1155; <http://aec.uoregon.edu/>). Without documentation, accommodations are not guaranteed and are to be made at the discretion of the instructor.

Diversity and Respect for Others

It is the policy of the University to support and value diversity. To do so requires that we respect the dignity and essential worth of all individuals and promote a culture of respect throughout the University community. Course content, including class discussions, projects and activities, and assignments, rests on the assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to gender in society, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or a hate crime, you may report this (anonymously, if desired) to the **Bias Response Team** at 346-2037 or <http://bias.uoregon.edu>.

Weekly Schedule: Topics, Readings, Assignments, Deadlines

Day	Reading
<i>Part One: Introduction</i>	
07/22	Ch. 1: Abnormal Behavior in Historical Context Schulze, B. (2007). Stigma and mental health professionals: A review of the evidence on an intricate relationship. <i>Intl Review of Psychiatry</i> , 19, 137-155. Ch. 2: An Integrative Approach to Psychopathology
07/23 HW #1	Ch. 2 Cont' Tarrier, N., & Calam, R. (2002). New developments in cognitive-behavioral case formulation ... <i>Beh & Cog Psychotherapy</i> , 30, 311-328. Ch. 3: Clinical Assessment, Diagnosis, and Research Methods Hyman, S. E. (2007). Can neuroscience be integrated into the DSM-V? <i>Nature Reviews</i> , 8, 725-732.
07/24 HW #2	Ch. 14: Legal and Ethical Issues Barnett, J. E., & Scheetz, K. (2003). Technological advances and telehealth: Ethics ... <i>Psychotherapy: Theory, Research, Practice, Training</i> , 40, 86-93
07/25 Exam #1	Exam 1 Ch. 4: Anxiety Disorders Watson, D. (2005). Rethinking the mood and anxiety disorders: A quantitative hierarchical model for DSM-V. <i>J of Abnormal Psych</i> , 114, 522-536.
<i>Part Two: Your First Clients</i>	
07/29 HW #3	Ch 4. Cont. Craske, M. et al. (2009). Treatment for anxiety disorders: Efficacy to effectiveness to implementation. <i>Beh Research & Therapy</i> , 47, 931-937.
07/30	Ch. 6: Mood Disorders and Suicide Lewis, C., Simons, A. et al. (2009). The role of readiness to change in response to treatment of adolescent depression. <i>J Clin Cons Psy</i> , 77, 422-428.
07/31 HW #4	Ch. 6 cont. Cuijpers, P. et al. (2012). Personalized treatment of adult depression: Medication, psychotherapy, or both? A systematic review. <i>Depr & Anx</i> , 1, 1 - 10.
08/01 Exam #2	Exam 2 Intro to sleep disorders (no reading!)
08/05 HW #5	Ch. 8: Eating & Sleep Disorders Nguyen-Rodriguez, S. et al. (2010). Anxiety mediates the relationship between sleep onset latency and emotional eating in minority children. <i>Eating Behaviors</i> , 11, 297-300.
08/06	Ch. 10: Substance-Related and Impulse Control Disorders Torrens, M. et al. (2011). Psychiatric comorbidity in illicit drug users: Substance-induced vs. independent disorders. <i>Drug Alc Depend</i> , 113, 147-156.
<i>Part Three: For the Advanced Clinician</i>	
08/07 HW #6	Ch. 5: Dissociative Disorders Daniels, J. et al. (2012). Neural and behavioral correlates of peritraumatic dissociation in an acutely traumatized sample. <i>J Clin Psychiatry</i> , 73, 420-427.
08/08 Exam #3	Exam 3 Ch. 5: Somatoform Disorders Elman, I., et al. (2011). The Missing P in Psychiatric Training. Why it is important to teach pain to psychiatrists. <i>Arch Gen Psychiatry</i> , 68, 12-20.
08/12 HW #7	Ch. 11: Personality Disorders Shedler et al. (2010). Personality Disorders in DSM-5. <i>Am J Psychiatry</i> , 167, 1026-1029.
08/13	Ch. 11 cont. K. M. Davidson, et al. (2009). Cognitive behaviour therapy for violent men with antisocial personality disorder in the community: an exploratory randomized controlled trial. <i>Psychological Medicine</i> , 39, pp 569-577
08/14 HW #8	Ch. 12: Schizophrenia and Other Psychotic Disorders Preti, A. et al. (2010). Randomized-controlled trials in people at ultra high risk of psychosis: A review of treatment effectiveness. <i>Schiz Res</i> , 123, 30-36.
08/15 Exam #4	Exam 4