

## Psychopathology 469

(CRN 41877)

Summer Term 2016, University of Oregon  
Mon-Thurs 10:00am - 11:50am; Condon 301

### Instructors:

	<b>Dorianne Wright, M.S.</b>	<b>Melissa Latham, M.S.</b>
<i>Office Hrs.</i>	By appointment, 339 Straub	By appointment, 365 Straub
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### Course Overview

**Course Objectives:** This course is designed to teach students about theories of psychopathology, presentations of specific disorders, and common treatments. We will discuss the predominant methods of diagnosis as well as their limitations and alternatives. In addition, there will be an emphasis on discussion of empirical articles, as well as an emphasis on the importance of transdiagnostic factors when formulating a case conceptualization.

### Learning Outcomes:

- Understand models of psychopathology and treatment
- Understand various symptom presentations for specific disorders
- Critically read and discuss empirical articles
- Formulate a case conceptualization based on details of the case using multiple models of psychopathology

**Required Text and Readings:** Ronald Comer, *Abnormal Psychology*, 9th edition, Worth Publishers. Copies are available for purchase at the Duck Store. Additional required readings will be made available in .pdf form on Canvas.

### Course Components

#### Epistemology Paper - (10% of final grade)

On the first day of class, you will respond to a ~15-minute writing prompt about what you know currently about psychopathology, and how you know what you know. We will collect your responses and return them to you on the last day of class, when you will respond to the same prompts (reference to lectures and readings encouraged). This is an opportunity both to measure your progress in the class and to personally and critically reflect on your

knowledge and assumptions about psychopathology. Your response on the first day of class will be graded for completion (not correctness) and count 5% toward your final grade. Your response on the last day of class will be graded for completion, thoughtfulness, and correctness, and will count 5% toward your final grade. **If you know you will miss the first or last day of class, please contact the instructors as soon as possible to make alternative arrangements.**

#### **Quizzes - (30% of final grade)**

Six pop quizzes will be held throughout the entirety of this course to assess your learning in the classroom and comprehension of the readings. All readings and lecture material is fair game on quizzes. Each quiz will consist of multiple choice and short answer questions. Quizzes will be held at the beginning of class. You will have 15 minutes to complete them as long as you arrive on time. Your lowest quiz grade will be dropped. If you miss a quiz due to absence or lateness, that quiz grade will presumably be the one you drop. There will be no makeup quizzes.

#### **Participation/In-Class Activities - (10% of final grade)**

We will spend time in discussion groups most days, with perhaps the exception of guest lecture days. This time will provide you with the opportunity to engage in a lively discussion with your classmates. On certain days, you will complete a short assignment based on your discussion to be turned in by the end of the class period that day. Your responses will be evaluated, and they should reflect that you were actively engaged in the group discussion. After the small group discussion, we will then come together as an entire class to continue discussing these topics. In addition, we highly encourage you to ask questions, raise issues, and connect ideas during class! In the calculation of your final grade, your lowest Participation/In-Class Activities score will be dropped.

#### **Article Summary (10%) & Discussion Questions (10%) - (20% of final grade)**

Starting with lecture 4, at the end of each class, we will have about 20 minutes of discussion about the article we read for that day, incorporating information from the lecture. These discussions will be student-led. On the first day of class, students will sign up for one lecture for which they would like to lead discussion. Before your discussion lecture, you should read the empirical article assigned for that day, and write a 1.5-2 page paper (double spaced) summarizing the article's background, method, findings, possible explanations for these findings, and study limitations. In addition, come up with 3 compelling discussion questions that you will use to lead discussion with a group of your peers. Try to bring in content from the first three lectures (history, research methods, models, assessment, conceptualization, etc.) to inform your questions. **Your discussion questions will be due by 7pm the night before by email to both of the instructors. Your article summary will be due at the beginning of your assigned lecture.**

#### **Case Conceptualization Paper - (30% of final grade)**

This writing assignment (6-8 pages) is designed as an exercise in practicing case conceptualization, diagnosis, and treatment planning to develop your clinical assessment skills. Each student will complete a psychological evaluation and brief treatment plan of a film character from a movie. The movie choices (and possible ways to access them) will be distributed at the end of the first week of class. You are responsible for accessing the movie of your choice and viewing it. Unless you have another way to access movies for free, you may need to pay a few dollars to rent the movie online. It is also possible for small groups to pitch in to watch a movie together. (If renting a movie will be problematic for you in any way, please talk to one of the instructors). You will write up the character as if you were in a treatment setting and assigned the evaluation. You likely will need to make up aspects of his/her background and extra symptoms to complete the assignment. More details about this assignment will be provided in class. This assignment will be due by **noon on Friday, July 15th**.

<b>Classroom Policies</b>
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According to UO principles governing credit and contact hours, each credit is equivalent to 30 hours of work. Your 4 credits for this course are equivalent to 120 hours of work over 4 weeks, which is *30 hours per week*. You will spend 8 hours in class each week and should expect to spend up to 22 hours engaged in reading, studying and completing assignments outside of class each week.

**Attendance:** We will not be taking attendance for this course. However, the grading section of this syllabus indicates that **50%** of your grade will be made up of in-class quizzes and assignments. Therefore, it is in your best interest to attend every lecture. In-class assignments cannot be made up, and you will only have the opportunity to drop one quiz and one participation score. If you anticipate missing more than one lecture, you may want to reconsider taking this course.

**Classroom Etiquette:** We would like this class to involve as much discussion as possible. Please come to class prepared to engage by: completing readings ahead of time, silencing cell phones, using laptops exclusively for note taking, and paying attention to the lectures as well as your classmates' comments. Please keep in mind that some of the topics discussed in this course can be sensitive for people. It is important that we treat each other and our past experiences with respect.

**Instructor Availability:** We like helping students. Please visit our office hours if you have any questions or concerns about the class, or would like extra assistance learning course material. It is easiest for us to help meet your needs if you communicate concerns proactively, as soon as they arise.

**Late Work Policy:** Please make an effort to take coursework deadlines in this class as seriously as you would take job deadlines. Submitting work on time may mean planning far

in advance to anticipate busy days/weeks in your schedule and starting assignments early to give yourself a time-cushion if something urgent comes up around a deadline. Late work will be accepted only at the discretion of the instructors, for unforeseeable emergencies. The late work grading policy is up to 75% points up to 1 day late; 50% up to 2 days late; not accepted after 2 days. This applies to all coursework. Please note, we do not offer make-up quizzes or chances for make-up participation points.

**Accessibility:** It is our hope to create an inclusive learning environment. Although it is not possible to anticipate all individual needs, it is important to your instructors that we eliminate barriers to students' full participation where possible. Please help us accomplish this goal by communicating directly with us if you anticipate barriers to full participation by no later than **12pm on Tuesday, June 21**, or as soon as they arise if you encounter barriers later in the term. If you do not have a notification letter from the Accessible Education Center and want to utilize the support and services offered by the AEC, please schedule an appointment with an AEC adviser by phone (541) 346-1155, e-mail [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu), or visit the AEC offices. <http://aec.uoregon.edu/>

**English Language Learners:** If you are a non-native English speaker and think you may have trouble in this course due to language difficulties, please see the instructors as soon as possible. Please note that you may only use dictionaries/translators during quizzes if you have discussed this with the instructor *at the beginning of the term*.

**Academic Honesty:** As part of the UO learning community, you make a commitment to engaging with your classmates, instructors, and coursework with respect, honesty, and integrity. Cheating and plagiarism will not be tolerated in this course. All suspected instances of cheating, plagiarism, or other academic misconduct will result in a **zero** on that assignment and a report to the Office of Student Conduct as mandated by the university. University of Oregon's classroom misconduct code can be found at [conduct.uoregon.edu](http://conduct.uoregon.edu).

**E-mail Communication with Instructors:** When e-mailing your instructors, please adhere to the following guidelines for respectful communication. Your instructors will adhere to the same guidelines in e-communication with you. (1) Include "PSY 469" in the subject line of the email; (2) Begin with a greeting, for example "Hello..." "Dear..."; (3) Briefly state the reason why you are e-mailing; (4) Use respectful and unbiased language; (5) Sign the email with a salutation (e.g. "Thank you," "Best," "Sincerely") AND your full name; (6) Once you have received a reply to your email, acknowledge that you have received it. This could be as simple as writing back with a "Thank you."

Grading	
Epistemology Paper	10% of final grade
Participation/In-Class Participation	10% of final grade

<b>Quizzes</b>	<b>30% of final grade</b>
<b>Article Summary</b>	<b>10% of final grade</b>
<b>Discussion Questions</b>	<b>10% of final grade</b>
<b>Final Paper</b>	<b>30% of final grade</b>

The final grade assigned for the course should reflect the student's overall performance in the course, as described by the following guidelines:

A *excellent* work, complete mastery of course material

B *good* work, grasps most of the important concepts

C *average* work, grasps many but not all aspects of course material

D *poor* work, insufficient understanding of material

F failing

Letter grades will be assigned based on your total percentage points in the course

GRADE	PERCENTAGE	GRADE	PERCENTAGE
A+	100%	C	74-76.9%
A	94-99.9%	C-	70-73.9%
A-	90-93.9%	D+	67-69.9%
B+	87-89.9%	D	64-66.9%
B	84-86.9%	D-	60-63.9%
B-	80-83.9%	F	59.9% and Below
C+	77-79.9%		

## Course Schedule

\*Schedule subject to change

Date	Instructor	Topic	Reading
M 6/20	Dori & Melissa	1. Introduction to Psychopathology	Comer Chapter 1 & 2
T 6/21	Melissa	2. Models	Comer Chapter 3
W 6/22	Dori	3. Assessment/ Conceptualization/ Treatment	Comer Chapter 4
Th 6/23	Melissa	4. Depression	Comer Chapter 7 & 8 Article 1
M 6/27	Melissa	5. Bipolar	Comer Chapter 7 & 8 Article 2
T 6/28	Dori	6. Anxiety	Comer Chapter 5 Article 3
W 6/29	Dori	7. OCD	Comer Chapter 5 Article 4
Th 6/30	Melissa	8. Schizophrenia & Psychosis	Comer Chapter 14 & 15 Article 5
M 7/4		NO CLASS	
T 7/5	Dori	9. Eating/Body	Comer Chapter 11 Article 6
W 7/6	Chaunce Windle, Ph.D.	10. Gender Dysphoria <i>Guest Lecture</i>	Comer Chapter 13
Th 7/7	Alec Smidt, M.S.	11. Trauma <i>Guest Lecture</i>	Comer Chapter 6
M 7/11	Melissa	12. Substance Use	Comer Chapter 12 Article 7
T 7/12	Dori	13. Personality	Comer Chapter 16 Article 8
W 7/13	Dori & Melissa	14. Current Issues Related to Mental Health	Comer Chapter 19 Article 9
Th 7/14	Dori & Melissa	15. Wrap-Up/Reflection	
Fr 7/15	(no class)	<b>FINAL PAPER DUE BY NOON</b>	