

**PSYCHOPATHOLOGY**

PSY 309, CRN 41898

Summer 2017

**Time:** Monday, Tuesday, Wednesday, Thursday 2:00-3:50**Location:** 106 DEA (Deady Hall)**Credits:** 4 (120 hours of work, 30 hours per week)

<b>Instructors:</b>	Sarah Horn clinical psychology PhD student	Elizabeth Loi clinical psychology PhD student
<b>Email</b> ( <i>please include both instructors on all emails</i> ):	shorn@uoregon.edu	eloi@uoregon.edu
<b>Office:</b>	317 LISB (ring bell by elevator)	332 Straub
<b>Office Hours:</b>	W, 11:00am - 1:00pm & by appt.	M, 11:45am - 1:45pm & by appt.; Week 1: W, 11:45am – 1:45pm

**COURSE DESCRIPTION**

This social science course will expose you to key theoretical perspectives on psychopathology and methods used in psychopathology research. Specifically, you will learn about how to assess symptom presentations based on these models as well as how treatments are designed directly from theories of etiology. A significant portion of this course will be dedicated to analyzing the predominant model by which the field currently conceptualizes and classifies mental health disorders. We will compare and contrast the current model with other perspectives. To be able to engage in this discourse, you will be exposed to a variety of tools and methodologies used in psychopathology research so that you can understand the merits and limitations of various forms of evidence. Students will also practice reading original research, designed to facilitate critical thinking about ‘what we know’, and ‘what we don’t know’ about the etiology and treatment of mental health disorders.

This course meets the Social Science General Education requirement because it offers a representative cross-section of key issues, theoretical perspectives, and tools and methods used in psychopathology research. The subject matter of the course is relatively broad, comparing the predominant model of psychopathology to other perspectives.

**LEARNING OUTCOMES**

- Understand and be able to critically analyze various models of psychopathology and treatment
- Articulate a position/model of psychopathology
- Formulate a case conceptualization using supporting empirical evidence

## COURSE MATERIAL

### Textbook:

Hooley, J. M., Butcher, J. N., Nock, M. K., and Mineka, S. (2017). *Abnormal Psychology* (17<sup>th</sup> Ed). Boston, MA: Pearson. | **Can purchase at Duckstore; 1 copy is on reserve**

### Readings (all on Canvas):

Brosh, A. (2013). *Hyperbole and a Half: Unfortunate situations, flawed coping mechanisms, mayhem, and other things that happened*. New York, NY: Touchstone.

Deweerd, S. (2017). The joys and challenges of being a parent with autism. *The Atlantic*.

Retrieved from <https://www.theatlantic.com/health/archive/2017/05/autism-parenting/526989/>

Gay, R. (2017). *Hunger: A memoir of (my) body*. New York, NY: HarperCollins.

Lantigua-Williams, J. (2016). Declaring addiction a health crisis could change criminal justice.

*The Atlantic*. Retrieved from <https://www.theatlantic.com/politics/archive/2016/11/addiction-health-crisis-criminal-justice/508409/>

Mote, J., Minzenberg, M. J., Carter, C. S., & Kring, A. M. (2014). Deficits in anticipatory but not consummatory pleasure in people with recent-onset schizophrenia spectrum disorders. *Schizophrenia Research*, 159(1), 76-79.

Richmond, K., Geiger, E., & Reed, C. (2013). The Personal is Political: A Feminist and Trauma-Informed therapeutic approach to working with a survivor of sexual assault *Clinical Case Studies*, 12(6), 443-456.

## ASSESSMENT

Your grade will be derived from daily quizzes, your participation, and two non-cumulative midterms. The total class points are out of 100. Therefore, class points and percentages are the same in this course.

### Quizzes (20%)

Quizzes are worth 20% of your total grade. There will be 11 quizzes, and each quiz is worth 2 point. Your lowest quiz grade will be dropped (10 quizzes x 2 points = 20 points). *Make-up quizzes will only be given in the case of a personal or family emergency with documentation (e.g., a doctor's note) provided.* Each quiz will be 1-2 multiple choice questions or a short answer question designed to assess your knowledge of the reading material.

### Participation (30%)

Participation points will be derived from attendance, participation in group activities, engagement, and attention paid to the lectures (don't be on Facebook!)

### Midterm (25% x 2 = 50%)

Each midterm exam is worth 25% of your total grade. The exams will have 50 multiple-choice and/or true/false questions. Each exam will not be cumulative. Makeup exams will only be given for severe illnesses (with a doctor's note) or family emergencies (documentation required).

## COURSE EXPECTATIONS and POLICIES

**Estimated Student Workload:** Course completion will provide 4 credits toward your degree. This is the equivalent of 120 hours of work across the term, or 30 hours a week (we know this is a lot!). You will spend roughly 8 hours in class each week. The remaining hours will be spent completing assignments (i.e., reading!!). The bulk of the work comes from reading the text and articles and studying for quizzes and the midterms.

**Attendance:** We will take attendance by monitoring who takes the daily quizzes but choosing to come to class is up to you. We guarantee you will get more out of this course if you attend lectures. We will post the lectures after class. However, you should not rely on the posted lectures as a substitute for attending class, because we will often elaborate on bullet points within the slides.

**Readings:** Readings should be completed **before** the class for which they are due. This will be especially important for quizzes and group activities during class.

**Email: Please include both instructors on all emails.** We will do our best to respond to email within 24 hours. Please include "PSY 309" in the subject line of your emails to help us keep track of them.

**Electronics etiquette:** Please turn off your cell phones before class. If you use a laptop to take notes, please do not browse the web because it distracts others. We will be taking notes on what websites we notice you browsing and this may come up at the end of the term.

**Inclusiveness:** We value diversity in my classroom, including diversity of race, ethnicity, gender, sexuality, disability, socioeconomic status, religion, culture, and opinion. Everyone in the classroom should feel safe to explore difficult topics. Your input is always welcome, and we will listen to you with respect and an open mind. We expect you to extend the same courtesy to each other.

**Students with disabilities:** If you have a documented disability and you anticipate needing accommodations in this course, please see us within the first week of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>. Also, please request that Hillary Gerdes ([hgerdes@uoregon.edu](mailto:hgerdes@uoregon.edu), tel. 346-3211, TTY 346-1083), Senior Director of the Accessible Education Center, send a letter verifying your disability.

**Academic misconduct:** Please familiarize yourself with the University of Oregon’s classroom misconduct code, found at <http://conduct.uoregon.edu>. We will follow all procedures to handle misconduct as outlined by the University. This means that instances of suspected cheating or plagiarizing will be reported to the University. In addition, you will receive a zero on any quiz or exam in which you cheat or plagiarize and may fail the course.

**Grading Standards:**

	Inferior			Satisfactory			Good			Excellent		
F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
<59.5	59.5-	62.5-	67.5-	69.5-	72.5-	77.5-	79.5-	82.5-	87.5-	89.5-	92.5-	97.5+

## COURSE SCHEDULE

Date	Topic	<u>DUE BEFORE</u> Class	Instructor(s)
6/26	<ul style="list-style-type: none"> <li>Course Overview</li> <li>What is psychopathology?</li> <li>Historical views of abnormal behavior</li> <li>Theories of psychopathology</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 2 (p. 39-59)</li> <li>Chapter 3 (p. 60-66, p. 76-105)</li> </ul>	Sarah & Liz
6/27	Assessment and diagnosis and research	Chapter 4 (p. 106-111; p. 115- 124; p. 128-135)	Sarah
6/28	Childhood Disorders	<ul style="list-style-type: none"> <li>Chapter 15 (p. 532-560)</li> <li>Deweerd (2017)</li> </ul>	Liz
6/29	Stress and Trauma	<ul style="list-style-type: none"> <li>Chapter 5 (p. 136-147; 153 -172)</li> <li>Richmond et al., 2013</li> </ul>	Sarah
7/3	Anxiety Disorders	Chapter 6 (p. 173-203)	Liz
7/4	NO CLASS		
7/5	Anxiety and Obsessive Compulsive Disorders	Chapter 6 (p. 203-219)	Liz
7/6	MIDTERM #1		Liz & Sarah
7/10	Mood Disorders Part 1: Depression and Suicide	<ul style="list-style-type: none"> <li>Chapter 7: p 220-245; 259-266</li> <li>Hyperbole and a Half Comic</li> </ul>	Sarah
7/11	Mood Disorders Part 2: Bipolar Disorder and Cyclothymia	Chapter 7: p 246-258	Sarah
7/12	Psychotic Disorders	<ul style="list-style-type: none"> <li>Chapter 13 (p. 459-502)</li> <li>Mote et al. (2014)</li> </ul>	Liz
7/13	Substance-Related Disorders	<ul style="list-style-type: none"> <li>Chapter 11 (p. 384-420)</li> <li>Lantigua-Williams (2016)</li> </ul>	Liz
7/17	Eating Disorders	<ul style="list-style-type: none"> <li>Chapter 9 (p. 303-338)</li> <li>Excerpt from Hunger</li> </ul>	Sarah
7/18	Personality Disorders	Chapter 10 (p. 341-383)	Sarah
7/19	Contemporary and legal issues	Chapter 17 (p. 607-634)	Liz
7/20	MIDTERM #2		Liz & Sarah