



PSYCHOPATHOLOGY

PSY 309, CRN 26683

Winter 2017

Time: Tuesdays & Thursdays, 10-11:20 pm

Location: 145 Straub

Credits: 4 (120 hours of work, 12 hours per week)

Instructor: Melynda Casement, Ph.D.

Email: casement@uoregon.edu

Office: 335 Straub

Office Hours: Tuesdays & Thursdays, 11:20 AM - 11:50 in 145 Straub, 11:50 - 12:20 in 335 Straub

TA: Elizabeth (Liz) Ivie

Email: eivie@uoregon.edu

Office: 470 Straub

Office Hours: Wednesdays, 12-2 pm

TA: Monika Lind

Email: mlind2@uoregon.edu

Office: 364 Straub

Office Hours: Thursdays, 12-2pm

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
- Develop skills in reading and critiquing original research articles
- Articulate a position/model of psychopathology and 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* (17th Ed). Boston, MA: Pearson. | Can purchase at Duckstore; 1 copy is on reserve

Articles:

Resick, P. A., Nishith, P., Weaver, T. L., Astin, M. C., and Feuer, C. A. (2002). A comparison of cognitive-processing therapy with prolonged exposure and a waiting condition for the treatment of chronic posttraumatic stress disorder in female rape victims. *Journal of Consulting and Clinical Psychology*, 70(4), 867-879.

Brent DA, Brunwasser SM, Hollon SD, & et al. (2015). Effect of a cognitive-behavioral prevention program on depression 6 years after implementation among at-risk adolescents: A randomized clinical trial. *JAMA Psychiatry*, 72(11), 1110–1118.

Linehan MM, Korslund KE, Harned MS, & et al. (2015). Dialectical behavior therapy for high suicide risk in individuals with borderline personality disorder: A randomized clinical trial and component analysis. *JAMA Psychiatry*, 72(5), 475–482.

ASSESSMENT

Your grade will be derived from four quizzes, three essays, and a cumulative exam. The total class points are out of 100. Therefore, class points and percentages are the same in this course.

Quizzes:

Quizzes are worth 45% of your total grade. Each quiz is worth 15 points. Your lowest quiz grade will be dropped. *There are no make-up quizzes in this course.* If you miss a quiz, you will get a zero and presumably, this will become your lowest grade that is then dropped. Quizzes are designed to assess your understanding of models of psychopathology and treatment.

- You have 40 minutes to take the quiz at the start of class. New material is presented after the quizzes, so stick around!
- Each quiz will have 15-20 multiple choice, T/F, or short answer questions.
- You are responsible for all the assigned readings (text and articles) and lecture material. You will receive a study guide at least five days before the quiz.

Essays:

Essays are worth 30% of your total grade. Each essay is worth 10 points. Essays are designed to assess your critical thinking about course material and your developing ability to incorporate empirical evidence into your writing.

- Essays will always be due by the start of class on a Tuesday. Canvas will not accept late essays.
- Prompts for essays will always be given on the Thursday before the essay is due.
- Essays should not exceed 500 words total. This typically results in 2 pages, double-spaced.
- Please save your essay with your last name and assignment #. Example: Casement_essay1.doc.
- Grading will be based on content and writing style.
- Essays will be run through a VeriCite, which is a sophisticated plagiarism check system. The program compares new submissions to academically-related websites and student submissions from previous terms. You can see your Vericite score when you submit your essay on Canvas. Final submissions with Vericite scores > 20 will be carefully examined by the instructor and TAs for potential plagiarism.

Final Exam:

The final exam is worth 25% of your total grade. The exam will have 50 multiple-choice, T/F, and short-answer questions. It is cumulative. There will be 15-25 questions about material covered after Quiz 4. The remaining questions will cover earlier material. *There is no make-up final exam.*

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 12 hours a week. You will spend 3 hours in class each week. The other 9 hours will be spent completing assignments. The bulk of the work comes from reading the text and articles (40 hours total), writing 3 short papers (30 hours total), and studying for quizzes and the exam (20 hours total).

Attendance: I do not take attendance, which means that your choosing to come to class is up to you. I guarantee you will get more out of this course if you attend lectures. I will post the lectures before class. However, you should not rely on the posted lectures as a substitute for attending class, because I will often elaborate on bullet points within the slides.

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

Email and Chat: I will do my best to respond to email with 24 hours. Please include "PSY 309" in the subject line of your emails to help me keep track of them. I will also be available to "Chat" via Canvas from 11:50 AM to 12:20 PM on Tuesdays and Thursdays.

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.

Inclusiveness: I 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 I will listen to you with respect and an open mind. I 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 me 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@oregon.uoregon.edu, tel. 346-3211, TTY 346-1083), Senior Director of the Accessible Education Center, send a letter verifying your disability.

Writing assistance: The Teaching and Writing Center has extensive drop-in hours in the Sky Studio of Knight Library. You can use this free service to get feedback about essays before submission. More information can be found at <http://tlc.uoregon.edu/subjects/writing/>.

Academic misconduct: Please familiarize yourself with the University of Oregon's classroom misconduct code, found at <http://conduct.uoregon.edu>. I 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, essay, or cumulative exam in which you cheat or plagiarize and may fail the course.

Grading Standards: The Psychology Department has a description of the achievement that each grade signifies: <http://psychology.uoregon.edu/courses/departement-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-	66.5-	69.5-	72.5-	76.5-	79.5-	82.5-	86.5-	89.5-	92.5-	95+

COURSE SCHEDULE

Week	Date	Topic/Reading	Due
1	1/10	What is psychopathology?	
	1/12	What is psychopathology? Historical views of abnormal behavior	Chapter 1 (p. 1-16) Chapter 2 (p. 32-59)
2	1/17	Theories of psychopathology	Chapter 3 (p. 60-105)
	1/19	Assessment and diagnosis Writing tutorial 1	Chapter 4 (p. 106-135)
3	1/24	Research	--- ESSAY 1 --- Chapter 1 (p. 17-31)
	1/26	Stress- and trauma-related disorders	--- QUIZ 1: Chapters 1-4 --- Chapter 5 (p. 136-172)
4	1/31	Anxiety disorders	Resick et al. (2002) Chapter 6 (p. 173-203)
	2/2	Obsessive compulsive disorders Writing tutorial 2	Chapter 6 (p. 203-219)
5	2/7	Mood disorders and suicide	--- ESSAY 2 --- Chapter 7 (p. 220-268)
	2/9	Mood disorders and suicide	Brent et al. (2015)
6	2/14	Psychotic disorders	--- QUIZ 2: Chapters 5-7 and first two articles --- Chapter 13 (p. 459-502)
	2/16	Psychotic disorders	
7	2/21	Substance-related disorders	Chapter 11 (p. 384-420)
	2/23	Eating disorders and obesity	Chapter 9 (p. 303-340)
8	2/28	Disorders of childhood and adolescence	Chapter 15 (p. 532-560)
	3/2	Personality disorders	--- QUIZ 3: Chapters 9, 11, 13, 15 --- Chapter 10 (p. 341-383)
9	3/7	Personality disorders	Linehan et al. (2015)
	3/9	Psychological treatment Writing tutorial 3	Chapter 16 (p. 570-606)
10	3/14	Psychological treatment	--- ESSAY 3 ---
	3/16	Contemporary and legal Issues Course evaluations	Chapter 17 (p. 607-634)
Final	3/21	--- FINAL EXAM --- Thursday, 3/23 @ 8 am in 145 Straub	