



PSYCHOPATHOLOGY

PSY 309, CRN 15302

Fall 2018

Lecture Time: Mondays and Wednesdays, 10-11:20 pm

Location: 145 Straub

Instructor: Melynda Casement, Ph.D.

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Office: 288 Straub

Office Hours: Mondays & Wednesdays, 9-9:30 AM in 335 Straub
Mondays & Wednesdays, 11:20-11:50 in 145 Straub

Teaching Assistants: Andrew Fridman

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Liz Ivie

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Office: 470 Straub

Office Hours: Thursdays, 9-10 am

COURSE DESCRIPTION and OBJECTIVES

This social science course will expose you to various models of psychopathology, and current research on the phenomenology, contributing factors, and treatments for psychopathology. 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. 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.

By the end of this course, you should be able to:

- Understand and critically analyze contemporary models of psychopathology and methods used in psychopathology research
- Identify the phenomenology, contributing factors, and treatments for major forms of mental illness
- More effectively work in teams, solve problems, prioritize tasks, and communicate with a broad audience

COURSE MATERIAL

Textbook: Sue, D., Sue, D. W., Sue, S. & Sue, D. M.. (2016). Understanding Abnormal Behavior (11th Edition). Boston, MA: Cengage.

This textbook is available in print or digital format, and it can be rented or purchased. There is also one copy on reserve at Knight Library. Renting the print or digital book from the DuckStore or Cengage.com is the most affordable and accessible option. I recommend renting or buying a print copy of the book because you are likely to have better retention of the material if you read a print copy compared to a digital copy. Cengage also offers an expanded digital platform, called "Mindtap", that includes mobile access to digital and audio versions of the textbook, example quizzes, and flashcards. Purchase of Mindtap is optional.

Articles and Chapters (posted to Canvas):

- Brent, D. A., Brunwasser, S. M., Hollon, S. D., Weersing, V. R., Clarke, G. N., Dickerson, J. F., ... & Iyengar, S. (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.
- Chavira, D. A., Golinelli, D., Sherbourne, C., Stein, M. B., Sullivan, G., Bystritsky, A., ... & Bumgardner, K. (2014). Treatment engagement and response to CBT among Latinos with anxiety disorders in primary care. *Journal of Consulting and Clinical Psychology*, 82(3), 392.
- Hall, G. N. (2018). Clinical psychology. In G. N. Hall (Ed.), *Multicultural Psychology* (3rd ed.). New York, NY: Routledge, Taylor & Francis Group.
- Linehan, M. M., Korslund, K. E., Harned, M. S., Gallop, R. J., Lungu, A., Neacsiu, A. D., ... & Murray-Gregory, A. M. (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.

ASSIGNMENTS and EXAMS

There will be a maximum of 100 possible points for the course, distributed as follows:

Assignment	Points per item	Total possible points
Reading reflections x 18	1 pt each	18
Quizzes x 4	10 pts each	30 (lowest quiz dropped)
Essays x 3	10 pts each	30
Final project	22 pts	22

The Psychology Department has a description of the achievement that each grade signifies:

<http://psychology.uoregon.edu/courses/department-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+

Reading Reflections:

Assigned readings are designed to help you understand contemporary models of psychology and methods used in psychology research, and identify the phenomenology, contributing factors, and treatments for major forms of mental illness. Reading reflections are designed to promote active reading, and to help me understand and address important points or questions that you may have about the reading. The assignment is to post a brief reflection on the assigned reading to Canvas by midnight before each class period on the day the reading is due. Reflections should include at least one sentence for each of the following questions (at least two sentences total, ½ point each):

- What was the most important or surprising thing that you learned from today's reading?
- What was 'muddiest' or most confusing concept from today's reading?

Quizzes:

Quizzes are designed to assess your knowledge of contemporary models and research methods in psychopathology, and the phenomenology, contributing factors, and treatments for major forms of mental illness. Your lowest quiz grade will be dropped. *There are no make-up quizzes in this course.* If you miss a quiz, this will presumably become your lowest grade that is then dropped.

- 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 ~20 multiple-choice or true-false questions.

- You are responsible for all of 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 designed to promote critical thinking and written communication. Essays will always be due by the start of class on the due date. Canvas will not accept late essays.

- Prompts for essays will always be given one week before the essay is due.
- Essays should not exceed 500 words total. This typically results in 2 typed pages, double-spaced.
- Grading will be based on essay content and writing quality.
- Essays will be run through 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 Group Project:

The final group project is designed to help you understand and critically analyze contemporary models of psychopathology and methods used in psychopathology research, and develop your ability to work in teams, solve problems, prioritize tasks, and communicate with a broad audience.

- You will be assigned to groups of 6-7 peers to build a website that summarizes a single psychopathology research article, modeled on “The Mental Elf” blog: <https://www.nationalelfservice.net/mental-health/>
- Each group will identify an original research article and write an easy-to-digest summary that describes the following article characteristics: 1) background and significance, 2) hypotheses, 3) methods; 4) results; 5) conclusions; 6) strengths and limitations; 7) practice implications; 8) individual contributions; and 9) references.
- Each website should be no more than 1,500 words, excluding individual contributions and references. A template website has been created for each group in UO Blogs. An in-class tutorial will show you how to access and add text and images to your UO Blogs site.
- Each group will present their website in 3 minute “blitz” presentations during the final exam period.
- Each group member will also write an individual reflection paper, not to exceed 500 words, that summarizes and considers their strengths and struggles in each group role, including what it was like to give and receive feedback.
- Grading will be based on website content, writing quality, presentation quality, on-time completion of individual project-related benchmarks, and the individual reflection paper.

LECTURES, OFFICE HOURS, and ELECTRONIC COMMUNICATION

Lecture Format and Attendance: The main purpose of our class meetings is to promote understanding of, and engagement with, the course material beyond what you can achieve by reading the textbook. With this aim in mind, class meetings will have an “interactive lecture” format that combines traditional lecture with group activities, class discussion, practice exam-style questions, and multimedia presentations. I do not take attendance in lectures, which means that your choosing to come to class is up to you, but I guarantee you will get more out of this course if you attend class. I will post lecture slides before class, but you should not rely on the posted lectures as a substitute for attending class because I will often elaborate on material in the slides.

Use of Electronic Devices in Class: You are more likely to remember lecture material if you take written notes. However, use of electronic devices is allowed during lectures as long as it is limited to

activities directly related to the course. If you use a laptop to take notes, please sit in the back of the classroom to avoid distracting others. Cell phones should be silenced or turned off during class.

Office Hours: I encourage you to attend office hours to ask questions about course content and evaluations, learn more about research in the department, talk about professional development issues, and build relationships. This is especially important if you think you might request a letter of recommendation from me in the future.

Course Websites: There is a Canvas site and a UO Blogs site for this course. Lecture slides, exam study guides, and other course content (including this syllabus) will be available on Canvas. You will also use Canvas to submit course assignments. The UO Blogs site will be used for your final projects.

Email: 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. Emails should also include a salutation (e.g., “Dear Dr. Casement” or “Dear Professor Casement”), professional body (i.e., your communication in complete sentences), and sign-off with your name (e.g., “Sincerely, Star Student”).

UNIVERSITY POLICIES and RESOURCES

Inclusiveness: Every student should feel safe and able to succeed in this course irrespective of their race, ethnicity, gender, sexuality, age, disability, socioeconomic status, religion, or cultural background. I will listen to you with respect and an open mind. I expect you to extend the same courtesy to each other. You can find information and resources on creating an inclusive community through the Division of Equity and Inclusion at <https://inclusion.uoregon.edu/>.

Students with disabilities: Please notify me during the first week of term if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. 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. If you have a documented disability, please ask Hillary Gerdes (hgerdes@uoregon.edu, tel. 346-3211, TTY 346-1083), Senior Director of the Accessible Education Center, to send a letter verifying your disability.

Student mental health: If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact the **Counseling Center** at 541-346-3227 and <https://counseling.uoregon.edu> during and after hours. You may also contact the **Health Center** at 541-346-2770 and <https://health.uoregon.edu> or the **Psychology Clinic** at (541) 346-4954 and <https://psychology.uoregon.edu/psychology-clinic/>.

Writing assistance: The Teaching and Writing Center has extensive drop-in hours in the Sky Studio of Knight Library. 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 assignment in which you cheat or plagiarize and may fail the course.

COURSE SCHEDULE

Week	Date	Lecture Content	Reading Due	Assignment
1	9/24	Defining Abnormal Behavior	N/A	Pre-course survey
	9/26	Defining Abnormal Behavior	Chapter 1 (p. 3-32)	
2	10/1	Understanding and Treating Mental Disorders -- Tutorial: Group Projects --	Chapter 2 (p. 33-74)	
	10/3	Assessment and Classification of Mental Disorders -- Tutorial: Essay 1 & Peer Feedback --	Chapter 3 (p. 75-102)	
3	10/8	Research Methods for Studying Mental Disorders -- Peer Feedback --	Chapter 4 (p. 103-126)	Essay 1 draft
	10/10	*** Quiz 1 *** Anxiety and Obsessive Compulsive Disorders	Chapter 5 (p. 127-164)	Essay 1 final
4	10/15	Anxiety and Obsessive Compulsive Disorders -- Group Work, Session 1 --	Chavira et al. (2014)	Identify article
	10/17	Guest lecture by Dr. Gordon Hall on Culture and Mental Health	Hall (2018)	
5	10/22	Trauma and Stressor-related Disorders	Chapter 6 (p. 165-196)	
	10/24	Suicide -- Group Work, Session 2 --	Chapter 9 (p. 267-296)	Project mid-point survey
6	10/29	*** Quiz 2 *** Depressive and Bipolar Disorders	Chapter 8 (p. 229-266)	
	10/31	Depressive and Bipolar Disorders -- Tutorial: Essay 2 --	Brent et al. (2015)	
7	11/5	Eating Disorders -- Peer Feedback --	Chapter 10 (p. 297-326)	Essay 2 draft
	11/7	Substance-related and Other Addictive Disorders	Chapter 11 (p. 327-362)	Essay 2 final
8	11/12	Schizophrenia Spectrum Disorders -- Group Work, Session 3 --	Chapter 12 (p. 384-420)	Project draft
	11/14	*** Quiz 3 *** Neurocognitive and Sleep Disorders	Chapter 13 (p. 401-432)	
9	11/19	Personality Psychopathology	Chapter 15 (p. 469-502) Linehan et al. (2015)	
	11/21	Disorders of Childhood and Adolescence -- Tutorial: Essay 3 --	Chapter 16 (p. 503-540)	
10	11/26	Law and Ethics in Abnormal Psychology -- Peer Feedback --	Chapter 17 (p. 541-567)	Essay 3 draft
	11/28	*** Quiz 4 *** -- Group Work, Session 4 --	N/A	Essay 3 final
Final	12/3	*** FINAL PRESENTATIONS *** 10:15 AM - 12:15 PM on Monday, December 3 in 145 Straub		