



PSYCHOPATHOLOGY

PSY 309

Summer 2018

Class Meeting Time and Classroom:

August 20, 2018 to September 16, 2018

Mondays, Tuesdays, Wednesdays, and Thursdays, 10:00-11:50am, 221 MCK

Instructors:

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COURSE DESCRIPTION

The course examines the definition, assessment, prevalence, manifestation, etiology, and treatment of abnormal behavior. The symptomatology and prevalence of various types of psychopathology are presented along with the most current theories and research on the possible causes of these disorders. Also discussed is research on the effectiveness of interventions and mental health services designed to treat a particular disorder. Specific issues addressed include the sociocultural context of normal and abnormal behavior, historical perspectives to abnormal behavior, empirical approaches to studying deviant behavior, the diagnostic classification system, differing models and theories of psychopathology, culture-bound syndromes, symptoms, etiology, and course of illness for each major mental health disorder, and the development and evaluation of treatments for certain disorders. Special emphasis is given to examining important ethnic, cultural, gender, and age influences on the patterns and symptoms of different types of mental health disorders and how issues of diversity may affect a person's response to mental health treatment and care.

This course meets the 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 perspectives of models of psychopathology.

LEARNING OUTCOMES

- Understand various models of psychopathology and treatment
- Critically analyze models of psychopathology

COURSE MATERIAL

Textbook:

Sue, D., Sue, D. W., Sue, D., & Sue, S. (2016). *Understanding abnormal behavior*, 11th edition. Stamford, CT: Cengage Learning. ISBN: 978-1-305-08806-1

Textbook readings will be posted on Canvas.

ASSESSMENT

Your overall grade will be derived from two quizzes, one term paper, one midterm, and a non-cumulative final exam.

Quizzes will be timed and administered in class. They will cover the material from readings and lectures. The purpose of the quizzes is to ensure that you understand the material in the text and lectures. Each quiz is worth 10% of your grade.

For the paper, everyone will select a character from the mainstream media (i.e., a character from a popular TV show, a popular book, etc.) and write about that character in the style of a diagnostic evaluation report. An example of a diagnostic evaluation report is on Canvas. The rubric of paper requirements is also on Canvas. The paper is worth 20% of your grade.

Each exam will be 50 multiple choice questions. Examples of possible exam questions will be reviewed in class. Exam questions will be based on all material covered in the lecture notes as well as content emphasized in the study guides from the textbook. Textbook study guides for the midterm and the final are posted on Canvas. Exam questions will be split about evenly between the lectures and textbook. Students must answer from memory, and cannot use notes, outlines, papers, etc. The midterm and final will each be worth 30% of your grade.

Quiz 1	10%
Quiz 2	10%
Midterm	30%
Final	30%
Paper	20%

Students who experience extenuating circumstances at the time of an exam, confirmed by a reliable source, can make alternative arrangements **before** the exam. Make-up exams may be essay questions.

Grading: Grades will be assigned by the following percentages and Psychology Department standards based on exam performance:

A 90% - signifies an exceptional level of achievement. The student demonstrates an excellent grasp of the material and very strong performance across the board, or exceptional performance on most aspects of the course and good performance in others.

B 80% - signifies a good level of achievement. The student demonstrates consistently good grasp of material and good performance, or very strong performance on some aspects of the course and satisfactory performance on others.

C 70% - signifies an adequate level of achievement. The student demonstrates a satisfactory grasp of course material and adequate performance, or good performance on many aspects of the course paired with some notable deficiencies.

D 60% - signifies a minimal level of achievement. The student demonstrates the bare minimum level of understanding and does not fully meet the course requirements.

F 59% and below - evidence of student understanding of course material and/or performance is insufficient to merit credit for the course.

You will be guaranteed the letter grades above with the percentages above. Grading on a curve may be considered depending on the class grade distribution. There is **no extra credit** in this course.

COURSE EXPECTATIONS and POLICIES

Estimated Student Workload: Course completion will provide 4 credits toward your degree. This is the equivalent of about 120 hours of work in 4 weeks. You will spend 12 hours in class each week. The remainder of those hours will be spent reading the textbook and articles, writing your paper, studying for quizzes, the midterm, and the final.

Attendance: We do not take attendance, which means that your choosing to come to class is up to you. We guarantee that you will get more out of this course if you attend lectures. You should not rely on lecture slides posted after class as a substitute for attending class since we will often elaborate on points within the slides.

Readings: Readings should be completed prior to the class in which they are due.

Email: We will do our best to respond to email with 24 hours. However, please note that if you email us on Friday, we may not respond until the following Monday. 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.

Inclusivity statement: It is the policy of the University of Oregon to support and value cultural diversity. To do so requires that we:

- ✓ Respect the dignity and essential worth of all individuals
- ✓ Promote a culture of respect throughout the University community
- ✓ Respect the privacy, property, and freedom of others
- ✓ Reject bigotry, discrimination, violence, or intimidation of any kind
- ✓ Practice personal and academic integrity and expect it from others
- ✓ Promote the diversity of opinions, ideas, and background, which is the lifeblood of the university

Academic integrity: Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. 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, essay, or cumulative exam in which you cheat or plagiarize and may fail the course. All suspected Academic Misconduct will be reported to Office of Student Conduct.

Accessibility: 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@oregon.uoregon.edu, tel. 346-3211, TTY 346-1083), Senior Director of the Accessible Education Center, send a letter verifying your disability.

University Counseling Center: (tel. 541-346-3227, 1590 E 13th Ave, Second Floor): Your college experience is one of growth and learning. We all face a variety of challenges and obstacles in college and in life. You may come across moments that are not easy to talk about—struggling academically, navigating personal relationships, what it's like to live with mental health concerns. It can seem like you are the only one dealing with these issues, but you are not alone. The University Counseling Center has a team that cares deeply about your development and success. We are here to support you through the challenges and celebrate your successes.

Prohibited Discrimination and Harassment Reporting: Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](#).

Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

COURSE SCHEDULE

Week	Date	Topic	Readings from Sue textbook
1	8/20	Abnormal Behavior and History of Psychopathology	Chapter 1
	8/21	Understanding and Treating Mental Disorders	Chapter 2
	8/22	Assessment and Classification of Mental Disorders	Chapter 3
	8/23	Research Methods for Studying Mental Disorders	Chapter 4
2	8/27	Anxiety and Obsessive-Compulsive and Related Disorders	Chapter 5
	8/28	Trauma- and Stressor-Related Disorders Somatic and Dissociative Disorders	Chapter 6 Chapter 7
	8/29	Depressive and Bipolar Disorders Suicide	Chapter 8 Chapter 9
	8/30	MIDTERM	
3	9/3	No class- Labor Day Holiday	
	9/4	Eating Disorders	Chapter 10
	9/5	Substance-Related and Other Addictive Disorders	Chapter 11
	9/6	Schizophrenia Spectrum Disorders	Chapter 12
4	9/10	Neurocognitive and Sleep-Wake Disorders	Chapter 13
	9/11	Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders	Chapter 14
	9/12	Personality Psychopathology Disorders of Childhood and Adolescence	Chapter 15 Chapter 16
	9/13	FINAL	
	9/14	PAPER IS DUE @ 12:00 PM (NOON)	