

## **PSYCHOPATHOLOGY**

PSY 309

Winter 2018

**Time:** Monday and Wednesday, 2:00 to 3:20pm

**Location:** Global Scholars Hall, Room 123

**Credits:** 4

**Instructor:** Mason Fries, Ph.D.

**Email:** [mfries@uoregon.edu](mailto:mfries@uoregon.edu)

**Office:** STB 337

**Office Hours:** Monday and Wednesday – 3:45 to 4:45pm

**TA:** Melissa L. Barnes, M.S.

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**Office:** STB 462

**Office Hours:** Thursday – 11:00 to 11:55am

**TA:** Robin Hertz, M.S.

**Email:** [rhertz@uoregon.edu](mailto:rhertz@uoregon.edu)

**Office:** STB 470

**Office Hours:** Monday -- 10 to 11am.

### **COURSE DESCRIPTION**

This 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 models by which the field currently conceptualizes and classifies mental health disorders. We will compare and contrast the current models with other perspectives. 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. 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.

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, given that it compares the predominate models 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 research.

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 (17<sup>th</sup> Ed ), Boston, MA: Pearson.

#### **ASSESSMENT**

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

#### **Quizzes:**

Quizzes are worth 30% of your total grade. Each quiz is worth 10 points. Your lowest Quiz grade will be dropped. 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 the text chapters and lecture material.

1. Each quiz will have 20 multiple choice questions.

2. You will have 40 minutes to take the quiz at the beginning of the class. New material will also be presented after each quiz.
3. You are responsible for all the assigned readings, and lecture material.
4. If there are extenuating circumstances at the time of a quiz, confirmed by a reliable source, please contact the Teaching Assistant.

## **ESSAYS**

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

1. Essays should be no longer than 2 pages double spaced.
2. Check the course outline for the due dates.
3. Grading is based on the content and writing style.
4. When appropriate, essays will also be run through a VeriCite which is a plagiarism check system.
5. For late submissions, one point will be subtracted from your score for each day past the due date.

## **Final Exam:**

The final exam is worth 40% of your total grade. The exam will have 40 multiple-choice questions and is cumulative.

## **Extra Credit:**

There will be an opportunity for extra credit which will be discussed in class.

## **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 each 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, writing 3 short papers, and studying for quizzes and the final exam.

**Attendance:** I do not take attendance, however over the years I do know that those who attend all classes do receive the higher grades as they better understand and integrate the material.

**Email:** I do my best to respond to emails within 24 hours if not the same day.

**Electronics:** As always, please turn off your cell phones before class as they are a distraction to me and others.

**Inclusiveness:** I do value diversity in the classroom including diversity of race, ethnicity, gender, sexuality, disability, socioeconomic status, religion, culture, and opinion. Please feel free to discuss and share anything. At times, difficult topics are discussed that affect all of us.

**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 the Student Services.

**Academic misconduct:** Please familiarize yourself with the University of Oregon's classroom misconduct code found at "[conduct.uoregon.edu](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.

**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%) – 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.

## COURSE SCHEDULE

| Week | Date | Topic/Reading  | Due  |
|------|------|--|--|
| 1    | 1/8  | Introduction<br>What is psychopathology?                         | Chapter 1                                  |
|      | 1/10 | What is psychopathology?<br>Research                             | Chapter 1                                  |
| 2    | 1/15 | <b>Holiday – no class</b>  |  |
|      | 1/17 | Historical views<br>Theories of psychopathology                  | Chapter 2<br>Chapter 3                     |
| 3    | 1/22 | Theories of psychopathology<br>Assessment and diagnosis          | Chapter 3 <b>ESSAY #1 DUE</b><br>Chapter 4 |
|      | 1/24 | Assessment and diagnosis<br>Stress and trauma disorders          | Ch. 4<br>Ch. 5                             |
| 4    | 1/29 | Stress and trauma disorders<br>Anxiety disorders                 | Ch. 5 <b>Quiz #1 (Ch. 1-4)</b><br>Ch. 6    |
|      | 1/31 | Anxiety disorders and OCD  | Ch. 6                                      |
| 5    | 2/5  | Mood disorders   | Ch. 7                                      |
|      | 2/7  | Mood disorders and suicide                                       | Ch. 7                                      |
| 6    | 2/12 | Eating disorders   | Ch. 9 <b>Quiz #2 (Ch. 5 -7)</b>            |
|      | 2/14 | Eating disorders<br>Personality disorders                        | Ch. 9<br>Ch. 10                            |
| 7    | 2/19 | Personality disorders<br>Substance-related disorders             | Ch. 10<br>Ch. 11                           |
|      | 2/21 | Substance-related<br>Sexual variants, abuse, and<br>dysfunctions | Ch. 11 <b>ESSAY #2 DUE</b><br>Ch. 12       |
| 8    | 2/26 | Sexual variants and abuse<br>Psychotic disorders                 | Ch. 12 <b>Quiz #3 Ch. 9-11</b><br>Ch. 13   |
|      | 2/28 | Psychotic disorders<br>Disorders of childhood and<br>adolescence | Ch.13<br>Ch. 15                            |

|   |             |  |                                       |
|---|-------------|--|---------------------------------------|
| <b>9</b>  | <b>3/5</b>  | Disorders of childhood and adolescence | Ch. 15<br><b>Quiz #4 (Ch. 12, 13)</b> |
|   | <b>3/7</b>  | Psychological treatment                | Ch. 16                                |
| <b>10</b>   | <b>3/12</b> | Psychological Treatment                | Ch. 16 <b>ESSAY #3 DUE</b>            |
|   | <b>3/14</b> | Contemporary and legal issues          | Ch. 17                                |
| <b>3/19 (2:45pm) - Final Exam - 40 questions total - Ch. 15-17<br/>(20 questions) and 20 comprehensive questions.</b> |             |  |                                       |

## **IS THIS NORMAL OR ABNORMAL?**

For the past two years, since quitting her job as a dental hygienist in order to spend more time with her kids, Jennifer, a 42 year old mother of 3, has experienced a depressed mood almost every day. In addition, her sense of self-worth has diminished. She often resents having to care for her children and husband, and as such, has not cooked or done laundry for weeks now.

Arnold, age 78, lost his wife of 50 years, 2 months ago. Since her death, he has not returned to their church, and has stopped visiting with their mutual friends. He mainly stays home most days and watches TV alone. He feels intense sadness nearly every day. He is unsure if he wants to keep living and at times contemplates ending his own life.

Lydia, a junior in college, shares an apartment with 6 friends. She has a 3.7 GPA and plans to be an elementary teacher after graduation. While Lydia and her roommates are all good students, they also enjoy going out. On Wednesday and Thursday nights, Lydia and her friends typically go to local trivia nights, where Lydia will usually have 5 beers. On Friday and Saturday night, she and her friends will pregame in their apartment before going out. She now needs 4 shots in order to feel buzzed before going out. Then, she will switch to beer when at a party and has anywhere from 2-6 more beers in the next 4 hours. In the morning, Lydia and her friends are always hung over, but enjoy recollecting the night before as most have forgotten some details of the evening.



## **MENTAL HEALTH**

### **(World Health Organization, 2007)**

Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, and is able to make a contribution to his or her community.

## **MENTAL DISORDER**

### **DSM-5, 2013**

A mental disorder is a syndrome characterized by clinically significant disturbance in an individual's cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning. Mental disorders are usually associated with significant distress or disability in social, occupational, or other important activities. An expectable or culturally approved response to a common stressor or loss, such as the death of a loved one, is not a mental disorder. Socially deviant behavior (e.g., political, religious, or sexual) and conflicts that are primarily between the individual and society are not mental disorders unless the deviance or conflict results from a dysfunction in the individual, as described above.

**USING THE FOLLOWING SCALE, RATE THE BEHAVIOR DESCRIBED**

|              |          |          |               |          |
|--------------|----------|----------|---------------|----------|
| <b>1</b>     | <b>2</b> | <b>3</b> | <b>4</b>      | <b>5</b> |
| Not abnormal |          |          | Very abnormal |          |

1. \_\_\_\_ You are in a bar late at night with your friends playing a game of pool and a girl climbs on the bar, takes off her shirt, and starts dancing.
2. \_\_\_\_ You are walking in a parking lot on your way to a restaurant and you see a homeless person talking to himself.
3. \_\_\_\_ You are in a Pentecostal church and a person raises his hands and starts speaking in a nonsensical language.
4. \_\_\_\_ A person says her dog is telling her to do things to others, but it's OK because God is talking through the dog.
5. \_\_\_\_ A 16-year-old boy playing basketball has to wear his lucky underwear because he believes he needs it to help him "win the big game."
6. \_\_\_\_ You are in class and the student next to you starts to take off his clothes.
7. \_\_\_\_ You are in a store shopping and a person next to you starts speaking in a made-up language.
8. \_\_\_\_ A person must wash his hands 500 times before he can leave his house.
9. \_\_\_\_ You are walking through the grocery store mumbling to yourself what was on the grocery list you left at home.
10. \_\_\_\_ A priest tells his parishioners that God speaks through him.