PSY 309 Spring 2019
Psychopathology

Lecture Time**:** Tuesdays and Thursdays, 2:00-3:20 pm
Location: Clinical Services 250

Instructor: Ruth Ellingsen, Ph.D.
Email: rwe@uoregon.edu
Office: Straub 194 (Enter through Psychology Clinic)
Office Hours: Thursdays 3:30-5:30pm

GTFs:	Alexis Adams-Clark	Melissa Latham
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Office:	Straub 339	Straub 336
Office Hours:	Thursdays 1-2pm	Mondays 12-1pm

Please put PSY 309 on the subject line of all email correspondence

Course Website

The course web page is available on Canvas, which can be accessed from any web browser at
https://canvas.uoregon.edu/. Your Canvas account is automatically created through your enrollment in this course. If
you have problems accessing your account please contact the Information Technology Center in Knight Library.
Lecture slides and other course content (including this syllabus) will be available on Canvas. You will also use Canvas to
submit course assignments and add content to your Group Project page.

Required Readings

- Textbook: Sue, D., Sue, D. W., Sue, S. & Sue, D. M. (2016). Understanding Abnormal Behavior (11th Edition).
  Boston, MA: Cengage.
- Select readings posted to the Canvas site.

The 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.

Course Description

This 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.

Expected Learning Outcomes: Upon successful completion of this course, students will:

- 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 Organization, Requirements, and How Grades Will Be Determined

Class Meetings
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. While choosing to come to lectures is up to you, you must attend lecture to get credit for lecture reflection assignments. I can also guarantee that you will get more out of this course if you attend lecture on a regular basis. 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.

i>Clickers: In most classes, I will ask one or more questions using i>Clicker technology. This will allow me to assess your understanding of the material, and track class participation. i>Clickers are available for purchase from the Duck Store. You will need to register your i>Clicker on our Canvas course site. Check Canvas frequently to make sure that your i>Clicker participation is uploading correctly. If you see an error in your i>Clicker participation (i.e., it did not register that you responded) you have 1 week to bring up this issue with your GTF. After one week, we will not consider altering your i>Clicker participation. Do NOT wait until the end of the semester to make sure your i>clicker has been working. If you are having issues with your i>Clicker, this is likely due to a few issues: 1) You did not register your i>clicker on Canvas, 2) you answered before polling started (you will get a green light if your answer recorded and a red light if it has not), 3) you need to change the batteries for the i>clicker. Students can explore additional information about clickers in this Student Guide.
- Do not bring someone else's i>Clicker and try and answer for them if they can't make it – this is CHEATING.
- i>Clicker scoring will begin in lecture 2, so get your i>Clicker AND register it soon!

Reading Reflections (9% of grade)
The material presented in class will build on the assigned readings. Thus, all assigned chapters/articles should be read *before* class, as they will give you a solid framework to understand the lecture material. The reading reflection 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. There are no make-up or late submissions allowed for reading reflections. Reflections should include at least one sentence for each of the following questions (at least two sentences total, ¼ 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?

Lecture Participation and Reflections (9% of grade)
Lecture participation and reflection grades are designed to promote active engagement with the material, which not only makes the class more enjoyable, but also facilitates learning. Lecture participation, tracked with i>Clicker responses, is worth ¼ point per class. You should also post a brief reflection on the lecture to Canvas *by midnight after each class period*. The reflection submission is worth an additional ¼ point per class. You can only receive credit for

lecture reflections if you attended class that day. There are no make-up or late submissions allowed for lecture reflections. Reflections should include at least one sentence for the following question:

- What was the most important or confusing concept from today's lecture?

Quizzes (30% of grade)

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. *There are no make-up quizzes in this course.*

- Quizzes will be administered on Canvas. You will have a 2-day window of opportunity to take each quiz, and you will have 40 minutes to take each quiz once you start.
- 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.
- Quizzes are open-notes and open-book, but you must complete them independently. Completing quizzes with a classmate or having someone take a quiz for you is CHEATING.

Essays (30% of grade)

Essays are designed to promote critical thinking and written communication. Essays will always be *due by the start of class on the due date*.

- Prompts for essays will always be given one week before the essay is due.
- Essays should be 250-500 words total. This typically results in 1-2 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 GTFs for potential plagiarism.
- If you wish to contest an essay grade, you must email a regrade request to me and the GTFs within 1 week of receiving your initial essay grade. Your regrade request must provide a detailed justification for why you believe you met the assignment criteria. If your regrade request is accepted, the alternate GTF will grade your essay and your final grade will reflect the mean grade from both GTFs.

Final Group Project (22% of grade)

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 3-4 peers to review and summarize evidence for a controversial topic in the field of psychopathology. Your group will review and summarize evidence to support one side of the controversy. An 'opposition' group of 3-4 peers will review and summarize evidence for another side of the same controversy.
- Each group will create a Wiki page on Canvas, not to exceed 1000 words, that summarizes evidence to support your argument and cites at least three original research articles. A template website will be created for each group in Canvas. An in-class tutorial will show you how to access and add text and images to your Canvas Wiki page. Each group member is responsible for selecting and leading a discussion about one research article, and uploading the article to Canvas, unless you are the group spokesperson (see below).
- Each group will select a spokesperson to present their argument in a 2 minute "blitz" presentation during Week 10. The group spokesperson will be responsible for uploading the presentation to Canvas before your presentation date and delivering the presentation.

- Grading will be based on Wiki page content and quality, presentation content and quality, and on-time completion of project-related benchmarks.

Assignment Point Structure

	% of Total Grade	Points per item	Total Points
Reading reflections	9%	0.5(x*18*)	9
Lecture participation & reflections	9%	0.5(x*18*)	9
Quizzes	30%	10(*x3*)	30
Essays	30%	10(*x3*)	30
Final project	22%	22	22
Total	100%		100

The following percentage conversion will be used to assign letter grades:

%	0-59	60-69	70-73	74-76	77-79	80-83	84-86	87-89	90-93	94-98	99-100
Grade	F	D	C-	C	C+	B-	B	B+	A-	A	A+

Please see department guidelines for what distinguishes A, B, C, D, and F level work.

Course Schedule and Assignments

Week	Date	Lecture Content	To Do
1	4/02	Defining Abnormal Behavior	Pre-course survey
	4/04	Defining Abnormal Behavior	Review syllabus; Chapter 1 (p. 3-32)
2	4/09	Understanding & Treating Mental Disorders	Chapter 2 (p. 33-74)
	4/11	Assessment & Classification of Mental Disorders	Chapter 3 (p. 75-102)
3	4/16	Research Methods for Studying Mental Disorders	Chapter 4 (p. 103-126) **Essay 1 due**
	4/18	Depressive & Bipolar Disorders	Chapter 8 (p. 229-266) **Quiz 1 due**
4	4/23	Depressive & Bipolar Disorders	Article (see Canvas)
	4/25	Anxiety & Obsessive-Compulsive Disorders	Chapter 5 (p. 127-164)
5	4/30	Anxiety & Obsessive-Compulsive Disorders	Article (see Canvas)
	5/02	Trauma & Stressor-Related Disorders	Chapter 6 (p. 165-196) **Essay 2 due**
6	5/07	Suicide	Chapter 9 (p. 267-296)
	5/09	Eating Disorders	Chapter 10 (p. 297-326) **Quiz 2 due**
7	5/14	Substance-related & Addictive Disorders	Chapter 11 (p. 327-362)
	5/16	Schizophrenia Spectrum Disorders	Chapter 12 (p. 384-420)
8	5/21	Personality Psychopathology	Chapter 15 (p. 469-502)
	5/23	Neurocognitive & Sleep Disorders	Chapter 13 (p. 401-432)
9	5/28	Disorders of Childhood & Adolescence	Chapter 16 (p. 503-540)
	5/30	Disorders of Childhood & Adolescence	Article (see Canvas) **Quiz 3 due**
10	6/04	**Final Presentations,** Law & Ethics in Abnormal Psychology	Chapter 17 (p. 541-567)
	6/06	**Final Presentations,** Mental Health Stigma	Article (see Canvas)
Finals Week	6/11	**Essay 3 due by 2:00pm on Tuesday 6/11**	

Course Policies

Out-of-Classroom Contact
If you have any questions, comments, or issues, you may contact the instructor and/or the GTFs for the class. Please do not hesitate to come to our respective offices during office hours. Although we have set office hours, we are also willing to schedule separate times to meet if you give advance notice (typically, at least 2 days ahead of when you are hoping to meet).

Email Policy
I am very rarely out of email contact, and for certain things – e.g., scheduling a meeting outside office hours – email is the best way to get what you need. Communications about more substantive topics – e.g., questions about course material or your performance in the class – are best done in person. Regarding grades and course requirements, early communication is the best way to avoid misunderstanding. Waiting until the last week of class (or worse, after the course is finished) is not a good strategy. 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. Ellingsen" or "Dear Professor Ellingsen"), professional body (i.e., your communication in complete sentences), and sign-off with your name (e.g., "Sincerely, Star Student").

Information regarding changes to assignments or schedule will be disseminated through UO email sent from Canvas. *It is therefore important that you check your UO email regularly.*

Academic Honesty
You must work independently on all quizzes and essays. If there is evidence that you are not working independently, you will lose partial/all credit for a particular task.

All work submitted in this course must be your own. Do not copy material directly from the internet or other sources into your essays without citing (*when in doubt, cite! If still unsure, ask!*) Do not use work of other current or past students. If I suspect academic dishonesty (cheating, plagiarism, etc.) I will contact you directly to discuss the issue and will report it to the Office of Student Conduct and Community Standards unless the discussion convinces me that my suspicions are unwarranted. If there is evidence that your work is not original and/or does not cite sources, you will receive a consequence ranging from loss of partial/all credit for a particular task to course failure. The Student Conduct Committee may decide on additional actions.

Your work may in some cases be submitted to Vericite or some other plagiarism analysis and detection program. By enrolling in this course you grant the instructor permission to do so. If you are ever unsure about whether a behavior constitutes cheating, please ask me. It would be wise to read the university's policy on academic dishonesty at the [Division of Student Life homepage](#).

Classroom Conduct
Please be respectful of me and your fellow students in the following ways:
- Technology: 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.

- Time: There is a lot of material to cover each time we meet, so please be on time. Critical announcements will be made at the beginning of each lecture (and copied to Canvas); you are responsible for staying up to date via Canvas if you miss or are late to class.
- Inclusivity: My goal is to create a learning environment that is accessible and welcoming to all kinds of diversity, including but not limited to race, ethnicity, gender identity, sexual orientation, age, ability, socioeconomic status, religion, language, and culture. Every student should feel safe and able to succeed in this course. I will listen to you with respect and an open mind, and I expect you to extend the same courtesy to each other. Please be respectful of diverse experiences and perspectives in this course, especially when we are discussing potentially sensitive topics – many of which arise in the study of psychopathology. My door (and email inbox) is always open to suggestions or concerns related to inclusivity. You can find information and resources on creating an inclusive community through the Division of Equity and Inclusion.

Accommodations for Accessibility and Inclusivity

Accessible Education center (AEC): If you anticipate needed accommodations to do your best in this course, please request that a counselor at the Accessible Education Center (531.346.1155, uoaec@uoregon.edu) send a letter detailing what accommodations are appropriate ASAP.

If Writing Is a Particular Challenge for You: If you think you may have extra challenges with writing assignments, whether because English is not your native language or because your writing skills are weak for other reasons, please plan on consulting the writing tutors at the Tutoring and Academic Engagement Center.

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 (541-346-3227) during and after hours. You may also contact the Health Center (541-346-2770) or the Psychology Clinic (541-346-4954).