



PSYCHOPATHOLOGY

PSY 309, CRN 25954

Winter 2019

Lecture Time: Mondays and Wednesdays, 12:00-1:50 pm

Location: 145 Straub

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Fridays 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.
- 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.

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 TA. 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 on this Student Guide: <https://library.uoregon.edu/cmet/canvas/iclicker>

- 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!

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	0.5 pt each	9
Lecture participation and reflections x 18	0.5 pt each	9
Quizzes x 4	8 pts each	32
Essays x 4	8 pts each	32
Essay Peer Reviews x 2	1 pt each	2
Final project	16 pts	16

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:

Reading reflections are designed to promote active reading, and to help me understand and address common themes 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. 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:

Lecture participation and reflection grades are designed to promote active engagement in lecture, and to help me understand and address common themes or questions that you may have about the lecture content. 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:

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 have 40 minutes to take each quiz once you start.
- Each quiz will have ~16-20 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:

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 TAs for potential plagiarism.
- If you wish to contest an essay grade, you must email a regrade request to me and the TAs 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 TA will grade your essay and your final grade will reflect the mean grade from both TAs.

Essay Peer Reviews:

Essay peer reviews are designed to help you more effectively work in teams, solve problems, prioritize tasks, and communicate with a broad audience. Peer reviews are graded as present or absent, and are due by midnight before the final Essay due date.

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 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.
- Each group member will also write a final position essay (Essay 4), not to exceed 500 words, that integrates evidence from your group and the opposition group, and uses the cumulative evidence to present a final position on the topic of controversy.
- Grading will be based on Wiki page content and quality, presentation content and quality, and on-time completion of individual project-related benchmarks.

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 workshops, group activities, class discussion, practice exam-style questions, and multimedia presentations. 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.

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 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 and add content to your Group Project page.

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: 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 on the 4th floor of Knight Library. Drop-in hours 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	Workshop Content	Reading Due	Assignment Due
1	1/7	Defining Abnormal Behavior	Syllabus & Group Project	N/A	Pre-course survey
	1/9	Defining Abnormal Behavior	Culture and Mental Health	Chapter 1 (p. 3-32)	
2	1/14	Understanding and Treating Mental Disorders	Essay 1	Chapter 2 (p. 33-74)	
	1/16	Assessment and Classification of Mental Disorders	Giving Feedback	Chapter 3 (p. 75-102)	Essay 1 draft
3	1/21	Martin Luther King Jr. Day – No Class			
	1/23	Research Methods for Studying Mental Disorders	Biological Systems	Chapter 4 (p. 103-126)	Essay 1 final
4	1/28	Depressive and Bipolar Disorders	Statistical Tests	Chapter 8 (p. 229-266)	*** Quiz 1 due 1/25 at noon ***
	1/30	Depressive and Bipolar Disorders	Practica/Internships (Dr. Bala)	Brent et al. (2015)	
5	2/4	Anxiety and Obsessive Compulsive Disorders	Essay 2	Chapter 5 (p. 127-164)	
	2/6	Anxiety and Obsessive Compulsive Disorders	Google Scholar & Canvas Wiki	Chavira et al. (2014)	Essay 2 draft
6	2/11	Trauma and Stressor-related Disorders	Assertion-Evidence Presentations	Chapter 6 (p. 165-196)	Essay 2 final
	2/13	Suicide	Project article 1	Chapter 9 (p. 267-296)	*** Quiz 2 due today at noon ***
7	2/18	Eating Disorders	Project article 2	Chapter 10 (p. 297-326)	
	2/20	Substance-related and Addictive Disorders	Project article 3	Chapter 11 (p. 327-362)	
8	2/25	Schizophrenia Spectrum Disorders	Project presentation and Wiki	Chapter 12 (p. 384-420)	
	2/27	Personality Psychopathology	Essay 3	Chapter 15 (p. 469-502) Linehan et al. (2015)	*** Quiz 3 due today at noon ***
9	3/4	Neurocognitive and Sleep Disorders	Practice Presentations	Chapter 13 (p. 401-432)	Essay 3 draft
	3/6	Disorders of Childhood and Adolescence	Essay 4	Chapter 16 (p. 503-540)	Essay 3 final
10	3/11	Law and Ethics in Abnormal Psychology	Final Presentations	Chapter 17 (p. 541-567)	
	3/13	Mental Health Policy	Final Presentations	N/A	
Finals	3/15	*** Quiz 4 due by 12:15 pm on Friday, March 15 ***			
	3/20	*** Essay 4 due by 12:15 pm on Wednesday, March 20 ***			